
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6881 - South Miami Middle Community School

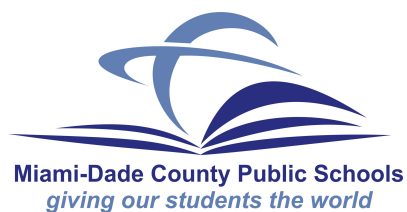
FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Dr. Lisa Robertson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Miami Middle Community School

South Miami Middle Community School (SMMCS) is a magnet school for the visual and performing arts. It serves approximately 1,120 students in grades six, seven and eight. This number includes magnet, gifted, student with disabilities (S.W.D.) and Limited English Proficient (L.E.P.) students. The population consists of 14.4% Black, 64.3% Hispanic, 17.8% White and 3.6% Other. Transportation is provided for 17% of the students. Free/reduced lunch is provided for 42% of the students. The remainder of the students are from the local community which consists of middle and low income families. In order to become responsible thinking citizens, all students including Limited English Proficient (L.E.P.) and student with disabilities (S.W.D.), must have a foundation in the basic skills of reading, writing, mathematics, science, and social studies. With this core of information, they will be able to interpret the world in which they live. The new millennium also requires knowledge of technology, for it is a vital component in becoming a successful, productive citizen. SMMCS commits to making basic skills in computers a reality for all our students. Through integration of school-to-career concepts in the classroom, students will become familiar with the myriad of career possibilities and will be able to plan their futures with confidence. An extended family of teachers, parents, students, community, and business leaders will provide an enriching environment in order to make SMMCS a truly superior center for learning.

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 79% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematical skills by 82% of students scoring FCAT achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instructional emphasis on the writing process, students in the eighth grade will demonstrate high levels of writing as evidenced by 88% of students scoring a 4.0 or higher on the 2007 FCAT Writing+ examination.

Given instruction using the Sunshine State Standards students will demonstrate an improvement on their science processes and skills as evidenced by meeting or exceeding 44% on the 2007 FCAT Science achievement Levels 3 and above.

Given increased emphasis on home and school collaboration in ensuring students' academic success, each department will showcase their curriculum at various curriculum events and activities for parents/guardians and the community as evidenced by attendance logs at the various curriculum events.

Given an emphasis on discipline, the number of outdoor suspensions for the 2006-2007 school year will decrease to 9.0% as compared to 9.7% for the 2005-2006 school year as documented by the end-of-year Referral Action/Suspension Break Down Report.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 5% increase during the 2006-2007 school year as compared to the 2005-2006 school year as documented by instructional programs.

Given instruction using the Sunshine State Standards in Physical Education, of the students tested in the FITNESSGRAM 2006-2007 test, the percentage of award winners at South Miami Middle School will increase to 81% of the students tested.

Given increased exposure to the diversified cultural and ethnic backgrounds, each magnet strand will showcase diverse cultural artworks and performances across the arts strands that includes four events during the 2006-2007 school year as evidenced by sign-in roster logs.

South Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 86th percentile on the next publication of the index.

South Miami Middle Community School holds student academic performance in very high esteem. Through school improvement initiative and the collaboration of parents, staff, and community, we will strive to prepare students to become productive, responsible, problem solving citizens who are ready to meet the challenges of our technological and multicultural society. Based on the information gathered from the Organizational Performance Improvement Snapshot survey, the leadership team has decided to address the following areas: (1) removing obstacles (2) information regarding the financial status of the organization. The area of removing obstacles will be addressed by the administrative team taking a pro-active approach to problem solving. Monthly meetings will take place with the leadership team comprised of administrators, department chairpersons and team leaders to discuss perceived obstacles. The area of disseminating more information about the financial status of the organization will be addressed by updates to be given regarding the financial status at the regularly scheduled faculty meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

South Miami Middle Community School

VISION

South Miami Middle Community School will provide a safe learning environment in which the students will become 21st Century learners, the teachers will become literacy facilitators and the school will become a learning community.

MISSION

South Miami Middle Community School provides opportunities for every student to become a responsible, thinking citizen through an extended family of teachers, parents, students, community and business leaders working together in a safe, caring environment to develop knowledge of careers, technology, the arts and social skills as they relate to the world of work and individual future planning.

CORE VALUES

In the pursuit of excellence and the belief that every child can learn, South Miami Middle Community School strives to guide students to be lifelong learners who are ever reaching beyond the mark of excellence. Our school operates on the fundamental principles of truth, honesty, integrity, and community. Students are empowered to believe that they are responsible for their success, challenges, and future aspirations. As stated in our school motto: If it is to be, it is up to me.

School Demographics

South Miami Middle Community School serves approximately 1120 students and provides an educational program based on the Sunshine State Standards and the Competency-Based Curriculum for students in grades, 6, 7, and 8. South Miami is a magnet school for the visual and performing arts. The population consists of 14.4% Black, 64.3% Hispanic, 17.8% White, and 3.5% Other. Transportation is provided for 17% of the students. Free/reduced lunch is provided for 42% of the students. The non-magnet, local student population consists of middle and low income families from the South Miami community. We have two EH and SED classes which account for a large percentage of outdoor suspensions and arrest.

The South Miami Middle Community staff consist of 15% Black, 56% Hispanic, 26% White, and 3% Other. The instructional staff level of education is as follows: 38% with Master Degrees, 3% with Specialist Degrees, 2% with Doctoral Degrees and 2% have their National Board Certification.

The auditorium is currently under construction which impacts magnet performances. Our neighboring school, South Miami Elementary is also under construction and will be opening a K-8 Center that will also impact our school population in the future.

The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to maintain the school's reputation as one of Miami-Dade's finest.

School Foundation

Leadership:

In this category the school's mission and values being transmitted to staff was evident. The survey revealed a greater need to ask staff what they think on specific issues. The leadership team will survey staff throughout the year as different issues arise.

District Strategic Planning Alignment:

In this category the school's plans and information regarding progress was evident. The survey revealed a greater need to ask for ideas from staff. The leadership team will develop several committees which will provide input regarding various issues.

Stakeholder Engagement:

In this category the school's stakeholders are identified and informed through informational meetings. The survey revealed a greater need to ask customers if they are satisfied or dissatisfied with the work going on. The leadership team will develop questioners which will seek stakeholder input regarding satisfaction level.

Faculty & Staff:

In this category the cooperation and teamwork, as well as development of job skills for career advancement, were evident. The survey revealed a greater need for recognition of work accomplished. The leadership team will host several recognition events during the school year to recognized outstanding accomplishments.

Data/Information/Knowledge Management:

In this category knowledge of informational and how to analyze the quality of work was evident. The survey revealed a need to inform staff regarding how the measures they use in their work fit into the organization's overall measures of improvement. The leadership team will train the staff in the use of the Continuous Improvement Model.

Education Design:

In this category good processes and information gathering were evident. The survey revealed a greater need for information regarding the distribution of resources. The leadership team will update stakeholders during the regular EESAC meetings.

Performance Results:

In this category job satisfaction and high standards of ethics were evident. The survey revealed a need to share the financial status of the organization on a regular basis. The leadership team will regularly update staff during the scheduled faculty meetings.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

Students will improve their performance on the reading portion of the FCAT.

Needs Assessment

An assessment of the data reveals that 6th grade students scored 79% proficiency, 7th grade students scored 73% proficiency, and 8th grade students scored 62% proficiency. The need is for all student groups to improve their proficiency level.

With a mean score of 329, 6th graders did not reach proficient levels in the following content clusters: Words and Phrases, Main Idea/Author's Purpose, and Comparisons. 8 out of 11 points were earned in the area of Words & Phrases, resulting in a score of 73%. 10 out of 15 points were earned in the area of Main Idea/Author's Purpose, resulting in a score of 67%. 8 out of 11 points were earned in Comparisons, resulting in a score of 73%. However, 6th graders did reach proficient levels in Reference & Research, earning 6 out of 8 points for a score of 75%.

With a mean score of 332, 7th graders did not reach proficient levels in the following content clusters: Words and Phrases and Reference and Research. 5 out of 7 points were earned in the area of Words & Phrases, resulting in a score of 71%. 6 out of 9 points were earned in the area of Reference and Research, resulting in a score of 67%. However, 7th graders did reach proficient levels in Main Idea/Author's Purpose, earning 15 out of 20 points for a score of 75%. Proficiency was also reached in the Comparisons cluster, in which 7 out of a possible 9 points were earned yielding a score of 78%.

With a mean score of 317, 8th graders did not reach levels of proficiency in the following content clusters: Words and Phrases, Reference and Research and Main Idea/Author’s Purpose. A score of 4 out of 6 points were earned in the area of Words & Phrases, resulting in a score of 67%. Eleven out of 18 points were earned in the area of Reference and Research, resulting in a score of 61%,while 13 out of 19 points were earned in Main Idea/Author’s Purpose yielding a score of 68%. However, 8th graders did reach proficient levels in Comparisons, earning 6 out of 8 points for a score of 75%.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 79% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize CRISS reading strategies across all content areas.	All Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the computer-based C.E.I. program.	Special Education Teachers	8/14/2006	5/30/2007	Inclusion	\$13000.00
Utilize classroom libraries in social studies and language arts classrooms to promote independent reading.	Social Studies Teachers Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement systematic use of the Fry Sight words to improve word recognition and vocabulary.	Special Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the revised schoolwide Literacy Plan which implements and assesses the use of (a) Accelerated Reader across the curriculum (b) Research-based instructional strategies in the classrooms (c) Increased opportunities for teacher professional development.	All Teachers Media Specialist Assistant Principals Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize reading logs to document a minimum of five books per marking period.	Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development on the instructional implications of the MAZE assessment and adjust instructional goals for Level 1 and 2 students accordingly.	Reading Coach Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement and support the requirements of the District Comprehensive Research-Based Reading Plan and Middle School Rigorous Reading Requirement in the reading classes with an emphasis on the faithful implementation of Scholastic Read XL and Language!	Reading Coach Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development targeting teachers of regular/advanced/gifted students	All Teachers Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

on the implementation of the Literacy Plan in a way that enhances curriculum for the needs of students performing at or above Level 3.	Assistant Principals Reading Coach Literacy Leadership Team				
Implement the CIM model allowing teachers to instruct, monitor, and evaluate by giving teachers access to SPI. Teachers will incorporate strategies from the CRRP to meet the needs of their Level 1 and 2 students while assessing their departmental action plans.	All Teachers Media Specialist Assistant Principals Reading Coach Literacy Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create three additional early morning intensive reading courses for Level 1 or 2 magnet students.	Reading Coach Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$18000.00

Research-Based Programs

Scholastic Read XL, Language!by Sopris West, Classroom Libraries.

Professional Development

Monthly professional development for all reading teachers to include Reciprocal Teaching and other Comprehension-Building Strategies; and Direct and Explicit Instruction. Additional professional development opportunities are outlined in the school's Literacy Plan, which require mini-workshops to be held on a weekly basis. These mini-workshops encompass one of the five target areas: Lesson Plan Sharing, Data-Sharing, Technology/Media Services, and Curriculum Mapping.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Reading Test. Progress will be monitored throughout the school year using the data from the MAZE Reading Test and formal evaluations of professional development.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Students will improve their performance by 82% on the mathematics portion of the FCAT.

Needs Assessment

An assessment of the data reveals the 6th grade students scored 77% level 3 proficiency, the 7th grade students scored 76% level 3 proficiency, and the 8th grade students scored 75% level 3 proficiency on the 2006 FCAT mathematics examination. Students in all groups need to achieve a 77% proficiency on the FCAT test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematical skills by 82% of students scoring FCAT achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize mathematics application problems to provide students with correlation between learning mathematics and career opportunities.	Mathematics Teachers	8/8/2006	5/30/2007	District Strategic Plan	\$0.00
Infuse "Multiplication Facts in Seven Days" Program.	6th Grade Mathematics/Intensive Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide students with opportunities to participate in FCAT type activities as evidenced by lesson plans.	Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide FCAT "Problem of the Day" for students in the Students With Disability program.	Special Education Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement Riverdeep Computer Program.	Intensive Math Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Give teachers access to SPI so they can individualize instruction to meet the needs of their level one and two students while assessing their departmental action plans.	Administrative Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require students to respond to weekly FCAT practice tests across grade levels in Think, Solve and Explain mathematical problems.	Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require Gifted and Advanced students to work on weekly Think, Solve and Explain problems to explore higher order thinking.	Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Mathematics; Houghton Mifflin, Aim Higher!; Riverdeep Computer Program; EduSoft

Professional Development

Monthly professional development for mathematics teachers to include Differentiated Instruction, CRISS strategies, Riverdeep Computer Program, and Student Performance Indicators (SPI). Professional development for gifted teachers in College Board workshops.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Mathematics test and progress will be monitored throughout the 2006-2007 school year using the District Interim Assessment Tests.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

Students will improve their performance on the writing portion of the FCAT.

Needs Assessment

An assessment of the data revealed that 12% of the 8th grade students tested scored below a 3.5 on the 2006 FCAT writing examination. Students will improve their writing proficiency by 1% on the 2007 FCAT writing examination.

An assessment of the data revealed that 12% of the 8th grade students tested scored below a 3.5 on the 2006 FCAT writing examination, while 92% of our students scored at 3.5 and above. Students will improve their writing proficiency by 1% on the 2007 FCAT writing examination.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instructional emphasis on the writing process, students in the eighth grade will demonstrate high levels of writing as evidenced by 88% of students scoring a 4.0 or higher on the 2007 FCAT Writing+ examination.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Complete writing activities (i.e. journal writing, summaries, lab reports, essays, free writing, writing graphic organizers, comparison/contrast, diagrams, cause/effect, charts, story boards, foldables) on a regular basis that require students to respond to a variety of prompts.	Content Area Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide writing workshops for reading teachers in order to help them infuse intensive writing requirements into the intensive reading curriculum.	Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct FCAT Writes boot camp.	Language Arts Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide a core group of teachers with Write Traits training.	Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$250.00
Train teachers with the utilization of the FCAT Writing Image CD in order to target classroom instruction.	Language Arts Department Chair Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require content area teachers to infuse four writing samples per grading period in each content area class.	Content Area Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Give teachers access to SPI so they can adequately monitor student progress in order to individualize instruction to meet the needs of their Level 1 and 2 students.	Administrative Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Prentice-Hall Writing and Grammar Communication in Action, Write Traits

Professional Development

Student Performance Indicators (SPI), the Writing Process, Writing Traits, and FCAT WRITES+ workshops will be held for both language arts and content area teachers.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Writing+ test results. Progress will be monitored by the scores on in-house pre-examinations administered in September 2006 and January 2007. On-going progress will also be monitored by language arts teachers who will collect four writing samples per grading period, per student.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

To engage students in utilizing the necessary science process and skills as guided by the Sunshine State Standards to surpass district and state standards and increase our mean scale score by 5 points.

Needs Assessment

The data reveals that our mean scale score increased by 2 points to 306 with 44% of our students performing at the 3 or above achievement level. An assessment of the data further reveals that South Miami Middle Community School has the 11th highest mean scale score for middle schools in Miami-Dade County. Additionally, scores in all four content areas were on or above the state and county means. The data shows that students performed best in the Earth and Space science strand with a 61.5% achievement. The area of greatest need appears to be in the content area of Physical Science where the school averaged 54.5% accuracy. This analysis of student performance indicates a need for more opportunities to learn that matter can be compared and combined. In order to increase student achievement in the Physical Science strand, students will participate in hands-on activities that emphasize Physical Science concepts. Moreover, students will practice testing using FCAT style questions throughout their entire tenure at South Miami Middle Community School. Students will also be involved in inquiry based hands-on learning through competitions such as Science Fair, SECME and the Fairchild Challenge. Professional development activities will be developed through department collaboration, state and county professional development workshops. Teachers will incorporate interdisciplinary activities in order to enhance the application of all of the strands while also infusing

CRISS and other reading strategies as well as mathematics and writing skills across the content areas.

Measurable Objective

Given instruction using the Sunshine State Standards students will demonstrate an improvement on their science processes and skills as evidenced by meeting or exceeding 44% on the 2007 FCAT Science achievement Levels 3 and above.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide workshops for science teachers which will aide in improving inquiry skills.	Science Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Give teachers access to SPI so they can individualize instruction to meet the needs of their level one and two students while assessing their departmental action plans.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize problem solving skills in all science classes.	Science Teachers, Math Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emulate science processes and skills by having the 8th students construct science fair projects.	Science Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Implement CRISS and other reading strategies in teaching science curriculum.	Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$100.00
Incorporate interdisciplinary curriculum by having 6th and 7th grade students create SECME projects.	Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Science Voyages Series and related resource materials. Modern Earth Science Series and related resource materials.

Professional Development

Teachers will be trained in using the Student Performance Indicators (SPI) database. Teachers will participate in District Science Workshops. Teachers that need the CRISS training will be trained in using CRISS Strategies. Teachers will be trained in using the available resources on the Dadeschools.net Science Website.

Evaluation

This objective will be evaluated by scores on the 8th Grade Science FCAT subtest. In addition, South Miami and West Miami Middle are working collaboratively on creating three science interims to evaluate students progress.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Increase parental involvement in all aspects of the learning community.

Needs Assessment

The data revealed that parental involvement in curriculum events was not as high as parental involvement in performance events. Recognizing that student achievement is directly correlated to parental involvement, opportunities to provide parents with the support needed to help their child succeed in their educational experiences. Five curriculum events will be targeted: Science Fair, Math Night, Social Studies Fair, Literacy Night and Wildcat Family Community Outreach Night. The need is to increase parental involvement at curriculum events by utilizing parent attendance logs and follow up surveys.

Measurable Objective

Given increased emphasis on home and school collaboration in ensuring students' academic success, each department will showcase their curriculum at various curriculum events and activities for parents/guardians and the community as evidenced by attendance logs at the various curriculum events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parenting workshops focusing on technology literacy and parenting skills. Acquaint parents with the Parent Academy. PTSA Standard II.	Student/Career Services Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide parents access to administrators and teachers via online resources. PTSA Standard I.	Student/Career Services Personnel Technology Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Organize a School Outreach Community Night. PTSA Standard VI.	Student/Career Services Personnel Administrators	8/14/2006	5/30/2007	Community Partnerships	\$500.00
Organize a student intervention program to help decrease the number of indoor and outdoor suspensions while increasing student achievement. PTSA Standard V.	Administrators Student/Career Personnel Services School Resource Officer SCSI Instructor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide services dealing with transitional issues through Project LILEPIS (Language Instruction for Limited English Proficient and Immigrant Students). PTSA Standard I.	Student/Career Services Personnel	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide a parent workshop for accessing their child's attendance, grades assignments and FCAT Explorer.	Student Services Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Standards for Parental Involvement

<http://www.pta.or/parentinvolvement/standards/index.asp>

The office of Family Community Outreach District Office Parent Academy.

Professional Development

Professional development training for Student/Career Services Personnel to include: Use of schoolnotes.com, Expansion of Parent Viewer training ("Accessing Your Child's Grades") Signs of Suicide Workshop, EESAC Membership Training and Meetings, and Student/Career Services Mini Conferences.

Evaluation

This objective will be evaluated through use of the Student Services Parent Workshops Interest Survey, attendance rosters and parent contact logs. Parent participation will show a 5% increase over 2006-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Reduce the rate of indoor and outdoor suspensions school-wide.

Needs Assessment

An assessment of the data reveals that 19.98% of the total school population served outdoor suspensions as compared to the District’s 13.19% and the total school population that served indoor suspensions were 29.24% as compared to the district 20.46% on the Cognos Suspension Report. The need is to reduce the total number of indoor and outdoor suspensions.

Measurable Objective

Given an emphasis on discipline, the number of outdoor suspensions for the 2006-2007 school year will decrease to 9.0% as compared to 9.7% for the 2005-2006 school year as documented by the end-of-year Referral Action/Suspension Break Down Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct conferences with parents, students and counselors to improve student achievement and attendance.	Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement alternative strategies, i.e. Detentions	Administrators	8/14/2006	5/30/2007	School-to-Career	\$0.00
Utilize Peer Conflict Mediation with students to prevent fighting or other infractions.	Trust Counselor	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement the S.T.O.P (Student Turnaround Outreach Program) using strategies from Assertive Discipline and other resources to help reduce indoor and outdoor suspensions.	Student/Career Personnel Administrators School Resource Officer Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a Mentor to utilize with a target group of students from the S.T.O.P. to help reduce indoor and outdoor suspensions.	Counselors and Volunteer Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement Character Education during Wildcat time to reinforce values and morals to produce productive law abiding citizens in society.	All Content Area Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Revise the 2005-2006 lunch process and schedule.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Mentoring Programs, Assertive Discipline, The World and It's People, Civics Today and Project Wisdom.

Professional Development

Professional development for content area teachers to include mentoring training, Assertive Discipline, Character Education, Transition Education, and classroom guest speakers.

Evaluation

This objective will be evaluated monthly by the 2006-2007 Cognos Suspension Report and Intervention Profile. The 2006-2007 school year suspensions will decrease from 9.7% to 9.0%. The monitoring process will continue throughout the school year.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

Improve and increase use of technology schoolwide.

Needs Assessment

According to the results for the 2005-2006 Accelerated Reader, South Miami Middle School students need to utilize technology.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 5% increase during the 2006-2007 school year as compared to the 2005-2006 school year as documented by instructional programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a needs assessment among the faculty and staff.	Technology Committee	8/14/2006	5/30/2007	School-to-Career	\$0.00
Conduct a needs assessment among at least 20% of the parents of students attending the school.	Technology Committee	8/14/2006	5/30/2007	School-to-Career	\$0.00
Analyze and prioritize data from the parent needs assessment.	Technology Committee	8/14/2006	5/30/2007	School-to-Career	\$0.00
Align the curriculum and the technology plan.	Curriculum Committee	8/14/2006	5/30/2007	School-to-Career	\$0.00
Train students in the proper procedures regarding the FCAT Explorer program.	Technology Committee	8/14/2006	5/30/2007	School-to-Career	\$0.00
Provide professional development for faculty on SPI, Riverdeep and Edusoft to help drive instruction in the classroom.	Media Specialist Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train ESE teachers to use the CEI Reading program to utilize for instruction with the ESE students scoring at Level 1 or 2.	ESE Teachers Medial Speacialist Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Educational Technology Standards

International Society for Technology in Education

Professional Development

Professional development needs will be included in the assessment tool. Information regarding availability of technology based professional development will distributed to the faculty. The faculty will be trained on how to use Riverdeep, Edusoft and SPI among the requested training needs.

Evaluation

FCAT Explorer reports will be monitored and evaluated on an on-going basis.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Through participation, students will develop awareness and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Current data shows that 80% of students tested for the FITNESSGRAM at South Miami Middle Community School were gold/silver award winners on the 2005-2006 FITNESSGRAM fitness test. In order to increase this percentage to 81%, students must be provided the opportunity to achieve their optimal level of fitness by participating in a developmentally productive physical fitness program.

Measurable Objective

Given instruction using the Sunshine State Standards in Physical Education, of the students tested in the FITNESSGRAM 2006-2007 test, the percentage of award winners at South Miami Middle School will increase to 81% of the students tested.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct the FITNESSGRAM pre and post tests to determine baseline measures and compare valid improvement levels.	PE Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote M-DCPS' Department of Food and Nutrition Free Breakfast Program in order to contribute to good health, growth and maintenance.	Cafeteria Manager Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote and create awareness of healthy lifestyles by focusing on cardiovascular endurance and related activities.	PE Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote and create awareness of healthy lifestyles by focusing on strength conditioning activities.	PE Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct an on school-site health fair which will provide health education and resources.	All Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM training

Evaluation

The 2006-2007 FITNESSGRAM health-related fitness pre and post tests will be examined to assess student knowledge.

Pre and Post surveys will be conducted to assess student progress.

Pre and Post evaluations will be conducted to determine student progress.

Sign in sheets will be used as evidence of participation.

Compare percentages of students using the service in August, to students using the service in January.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Expose students at South Miami Middle School through diversified cultural programs in the arts that have many different, but equally valid forms of artistic expression and develop a greater understanding, sensitivity and respect for various ethnic and cultural backgrounds.

Needs Assessment

Informal parent surveys from Open House revealed a need to develop a greater sensitivity and cultural diversified arts program. The need to develop various ethnic and culturally diverse programs is evident.

Measurable Objective

Given increased exposure to the diversified cultural and ethnic backgrounds, each magnet strand will showcase diverse cultural artworks and performances across the arts strands that includes four events during the 2006-2007 school year as evidenced by sign-in roster logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Focus on comparing artworks and performances across arts disciplines.	All Magnet Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Utilize gifted goals and objectives to enhance the curriculum and include interdisciplinary projects that highlight the diverse cultural backgrounds of the students at South Miami Middle School.	All Gifted Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Involve students in the performances and creation of art forms, not only national, geographical, and ethnic distinction, but also those of gender and special ability or disability.	All Magnet/Gifted Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Utilizing the Arts for Learning 2005-2006 Booklet, artworks and performances will be authentic and in context.	All Magnet/Gifted Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Include curricular connections that correlate with the social, physical sciences, mathematics, literature and languages.	All Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Arts for Learning 2005-2006 Booklet

Professional Development

Student Performance Indicators (SPI)

Evaluation

Increased participation school wide by attendance rosters at each of the four events occurring in the 2006-2007 school year.

1. Open House
2. Magnet Orientation
3. Holiday Show
4. Spring Show

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

South Miami Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicated that in 2004-2005, South Miami Middle School ranked at the 85th percentile on the State of Florida ROI index.

Measurable Objective

South Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 86th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principals	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation.	Principal Assistant Principals	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources.	Principal Assistant Principals	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

State of Florida ROI index

Professional Development

State of Florida ROI index training.

Evaluation

State of Florida ROI index.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommended the distribution of the Florida Recognition Award for our FCAT success, and the budget for FCAT materials such as supplementary books. It will continue to accept proposals presented by teachers/staff and will award grants as requested to utilize the total available funds for assisting with the implementation of strategies related to school improvement. At least one proposal from each department in the school is expected.

Training:

The EESAC recommended in-service training in reading techniques and technology use in the classroom; and mathematics/science workshops to promote the comprehensive Mathematics and Science Program. Additionally, all staff members will be encouraged to attend workshops and/or in-services as they relate to their subject matter.

Instructional Materials:

The EESAC has recommended that software be obtained to enrich students' reading and math achievement. In addition, they have suggested that a variety of reading materials should be obtained that address the varying reading abilities of all students.

Technology:

The EESAC recommends that the Internet access in each classroom be used by the teachers to supplement the lesson. It has contributed to the school five-year technology plan. All students have access to the Internet under the guidance of staff. Parents are able to communicate with staff via email. The infusion of technology is an integral part of the curriculum and students have the opportunity to develop their technological skills even if they do not have a home computer.

Staffing:

Early Bird tutoring will be provided for magnet students scoring levels 1 or 2 on the FCAT test.

Student Support Services:

The EESAC recommended that counselors contact students who show the ability to move to advanced or gifted classes. The EESAC continues to participate in obtaining volunteers to assist in school activities which include tutoring and chaperones for field trips. Members of the EESAC participate in providing support to parents during times of crisis and contact business leaders and professionals to participate in school-to-career activities.

Other Matters of Resource Allocation:

The EESAC recommended that they be apprised of any additional way that it can assist in the completion of the auditorium renovation project.

Benchmarking:

The EESAC recommended that they be apprised of any additional way they can assist in the completion of the auditorium renovation process.

School Safety & Discipline:

The EESAC recommended that the discipline policy written by parents, students, and administrators continue. The EESAC has recommended that the TRUST Counselor provide guidance to students in promoting appropriate behavior on a consistent basis. It has also recommended that the school continue to participate in the D.A.R.E. program and the recognition of students for outstanding conduct. It also supports our Character Education Program.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$31,000.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$250.00
Goal 4: Science	\$100.00
Goal 5: Parental Involvement	\$500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$36,850.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent