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# SCHOOL IMPROVEMENT PLAN

## 2006-2007

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*School Name:* 6961 - West Miami Middle School

*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Jacques Bentolila

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *West Miami Middle School*

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West Miami Middle School enjoys a long history of serving the community as a revered educational institution and a leader in providing services for newly arrived immigrant populations. A collegial, collaborative leadership team addresses the needs of student sub-groups through the team concept for middle schools. The focus has been expanded to incorporate incentive programs that recognize and motivate academic and behavioral success.

The school offers its students a variety of academic programs including enrichment and/or remediation options addressing individual student needs. Gifted and advanced classes in the core curriculum areas serve approximately 32% of the student body. Intensive reading and remedial math classes serve approximately 35% and 14% respectively of the school. Additionally, the school is one of eight middle schools in the district with the Extended Foreign Language Program which emphasizes the teaching of language arts and curriculum content in English and Spanish.

The school has been designated as high-performing by the state, scoring a Performance Grade of A. In 2006, Adequate Yearly Progress (AYP) was attained provisionally. Students with Disabilities and Limited English Proficient (LEP) students did not make AYP in reading and in math also the Students with Disabilities sub-group did not achieve AYP in writing. The following School Improvement Plan addresses the sub-group academic needs in both curriculum areas.

Given instruction based on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 61% of the students scoring at or above Level 3 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students identified under NCLB as Students with Disabilities will improve their reading skills as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students identified under NCLB as Limited English Proficient will improve their reading skills as evidenced by 51% scoring at or above Level 3 the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 6 through 8 will improve their math skills as evidenced by 62% of students scoring at or above Level 3 on the the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 56% scoring at or above Level 3 of the 2007 FCAT Mathematics

test.

Given instruction based on Sunshine State Standards, students in 8th grade will maintain or improve their writing skills as evidenced by 94% of students achieving 3.5 or higher on the administration of the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, eighth grade students will improve their science skills as evidenced by 45% of students scoring at/or above Level 3 on the 2007 FCAT Science test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in parental and community interaction as evidenced by comparing the attendance logs for 2005/2006 to 2006/2007.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease of 40 incidents leading to indoor/outdoor suspensions during 2006/2007 school year as compared to the 2005/2006 school year as documented by the COGNOS Suspension Report.

Given an emphasis on the use of technology in education, the number of technology training workshops provided to teachers will increase by 2 as compared from 2005-2006 to 2006-2007.

Given instruction based on the MDPCS mandated standards, physical education students in grades 6 through 8 will improve their fitness skills as evidenced by 71% of the students receiving gold or silver awards on the 2006/2007 administration of the FITNESSGRAM test.

Increase participation of students in extracurricular activities to include club participation, competitions, assemblies, and exhibitions by 1% as compared to the 2005/2006 school year.

West Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 64th percentile in 2005, to the 67th percentile on the next publication of the index.

Based on an analysis of the school's self-assessment survey, the Leadership Team has identified two areas of focus, Strategic Planning and Process Management.

While the Operational Performance Improvement Snapshot Survey did not indicate any areas of weaknesses in our organization, it can be stated that work with staff is needed in the area of strategic planning. Seventy-five percent of the staff knows where they fit in the strategic plan. It was noted that eleven percent of the staff had no opinion in this area and fourteen percent disagreed. It is the desire of the leadership team to get the concerns of these remaining staff members out in the open. All staff have confidence that their concerns and input are wanted. They must also feel assured that the strategic plan is only a plan when everyone's' opinions have been counted and there is individual buy in.

In the area of process management there were no real weaknesses. The staff indicated it was very satisfied with relation to quality and processes of work. Although the results were strong, the goal is to improve. The school needs

to provide training for teachers on the importance of their role and its impact on the school's mission. Over the next year, we will endeavor to reach for an even higher satisfaction level.

# 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.

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## *School Demographics*

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West Miami Middle Community School is located east of the Palmetto Expressway and is situated in the midst of a thriving and culturally diverse Hispanic community. A large number of students live within walking distance and reside in single family homes. 299 students are provided with transportation services. The population of our school is 94 percent Hispanic, 5 percent White, and less than 1 percent African-American, Asian and multiracial.

West Miami Middle Community School is a Title I school with 67 percent of students on free or reduced lunch. The school's attendance rate has consistently improved. Our 2005/2006 rate was 96 percent. The student retention rate is one percent down from three percent the preceeding year. Class size is in compliance with the approved ratio of 25 students per teacher per class. Our current ratio is 20.94. We are currently an "A" school after maintaining a school performance grade of "B" for four years.

West Miami Middle Community School has instituted an Inclusion program following a co-teaching model that includes 56.44 percent of the Students With Disabilities (SWD) student population. The teachers plan, teach, and evaluate the students together. The Inclusion classrooms blend Students With Disabilities and their non-disabled peers. SWD students not involved in the Inclusion program are in self-contained classes. 8.4 percent of our student population participates in the Gifted program which is offered through the core content areas of Language Arts, Math, Science, and Social Studies. Thirteen percent of our student population is Limited English Proficiency (LEP). English as Second or Other Language (ESOL) 1 and 2 students are offered bilingual curriculum content area courses in Math, Science, and Social Studies. ESOL Level 3 and 4 students are included in the general education classes. The ESOL students also receive services through the Home Language Assistance Program (HLAP) which assists students using their home language in the basic subject areas providing a translational/tutorial program.

West Miami Middle Community School has a full-time staff of 102. The school proudly boasts five nationally board certified teachers in the areas of Science, Social Science, Career and Technical Education, and ESOL. The demographic make-up of the staff includes the following: 13 percent are White, 11 percent are Black, 76 percent are Hispanic. Teacher attendance at our school is high; teacher absences from the classrooms are most often related to programs such as subject area and professional development workshops. There are two teachers on leave of absence equivalent to 3 percent of our faculty.

Students, staff and parents at West Miami Middle Community School are committed to academic excellence. We implement strategies that promote critical thinking, academic achievement, intensive reading, writing, mathematics, technology and parental involvement. A review of key data elements, Educational Excellence School Advisory Council (EESAC) needs-assessment profiles, as well as the Florida Comprehensive Assessment Test scores, indicate a need to respond to various priority goals. Faculty, staff, parents, administrators, and the EESAC have met to identify the needs of the school and our students, as well as to devise effective strategies presented in this School Improvement Plan.

# *School Foundation*

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## ***Leadership:***

The Operational Performance Improvement Snapshot Survey shows that while there has been an unexpected change in the Principal position; the faculty and staff at this institution trusts the leadership. Currently the school's leadership team is in transition. As with any institution, change includes an adjustment period which is positively affected by the school's strong work culture. There is broad agreement that the leadership is a strength. This is mainly due to the fact that the four Assistant Principals on the leadership team have remained the same. The leadership team's goal is to improve on all leadership related items outlined in the survey. The staff wants more guidance on career advancement opportunities, some changes in the work environment and more opportunities for input. In light of this, the Principal will continue the Principal Advisory Council which addresses staff concerns on an as needed basis. A hardcopy of PAC meeting minutes will be put in the staff's mailboxes, so that they are aware that their concerns are being addressed. In addition, a suggestion box will be placed in teachers lounge to allow staff members to give input on an ongoing basis. Staff acknowledges that our principal uses the organization's values to guide the school's direction. This is done by his requesting constant input from staff. As a result, staff expects to participate in all school related issues.

## ***District Strategic Planning Alignment:***

The Strategic Planning Category of the Operational Performance Improvement Snapshot Survey states that seventy-seven percent either agreed or strongly agreed that they are able to tell if they are making progress on their work group's part of the strategic plan. This indicates confidence in their awareness of where the organization is headed. Seventy-five percent of the staff indicated that they understood how the plan affects their work. Twenty-five percent of our staff believe that they are not consulted for their ideas when it comes to future planning. We must work to improve the perception that the opinion of all staff is important in strategic planning.

## ***Stakeholder Engagement:***

The goal in customer service is always complete satisfaction. Our overall average in the Customer and Market Focus category was eighty-one percent in the agree and strongly agree counts. We achieved this percentage by continuous communication with the home through Home Visits, Education Agreements, Parent Surveys, Curriculum Fair, Attendance Contracts, Parent Resource Center, Parent Workshops, and the use of Connect Ed, and by team leaders making direct parent contacts anytime a student is absent 3 times. Although our score is acceptable, our goal is to improve. Since our customers are the students, parents and community at large, this school year we will continue to send home a monthly activities calendar and increase the number of Parent Workshops, Resource Fairs and Home Visits. Also we will improve the efficiency and delivery of existing strategies. We will remain open to new ways to keep in touch with our customers.

## ***Faculty & Staff:***

The Human Resource Focus category implied that our staff feels that we have a safe environment to work in. That view point was shared by eighty-six percent of all staff members. The staff also is comfortable with the idea that they are able to make changes that will improve their work. This is an indication that the environment created by the leadership team is perceived as positive and flexible. It is also abundantly clear that there is a great sense of team, as evidenced by seventy-nine percent of the staff agreeing that the people they work with cooperate as a team. Also,

there was a strong score in staff members' beliefs that the administrative team encourages the staff to develop job skills which will advance their careers. Consequently, there is a collaborative, collegial, motivational, and pleasant working interaction among our staff. While the scores were strong, this is an indication that some concern exists relating to whether the location cares about the individual. Again, change in the leadership team includes a natural adjustment period. This is being addressed through open communication and dialogue. It is anticipated that as the faculty and staff gain comfort and a clear understanding of the direction and vision in which the school is heading all concerns will have been addressed.

### ***Data/Information/Knowledge Management:***

Our staff overall average in the Measurement, Analysis, and Knowledge Management category was over eighty-seven percent. The results showed high confidence in the items addressed. When it comes to measuring the quality of work, ninety-four percent of the staff either strongly agreed or agreed. This indicates that staff members are clear in what the expectations are for their area of performance. Ninety-four percent of the staff felt that they understood how to analyze the quality of their work and determine if changes were necessary. Finally, ninety-three percent of the staff said they would use the analysis to make necessary changes to their work. All of these responses indicated that the vast majority of staff members understand what is required in their field of responsibility and believe they know how to make changes for the benefit of the school and our customers where necessary. According to the Operational Performance Improvement Snapshot Survey, eighty-two percent of our staff said they get the information they need to perform their role in the school. Also, eighty-five percent of our staff understood how they fit into the school's overall measures of improvement. Seventy-five percent of staff members feel that they obtain the information on how our school is progressing. This is a figure the leadership team will work to improve.

The results of the O.P.I.S survey illuminate the staff perception that they know their roles, expectations, and the high quality of their work. As a result, they are confident in their ability to make positive changes when necessary and they know where they fit in the overall organization.

### ***Education Design:***

The Operational Performance Improvement Snapshot Survey states that the staff believes that we have good processes for doing our work. This is indicative of efficient delivery of educational services to our customers. The staff also believes that all of the resources necessary to carry out their roles can be acquired. Those resources include, but are not limited to, computer programs, ordering of textbooks, and other materials as needed. That implies that the leadership team is focused on the processes that drive the function of the school. Much time is spent helping staff to acquire data which allows them to evaluate the quality of their work. This process is also driven by the leadership team. That being said, individual staff members feel they have control over their work processes. That control indicates freedom of academic expression. The leadership team works hard to organize early release activities, workshops, and departmental professional development opportunities which are meaningful and relevant to professional growth.

### ***Performance Results:***

The Operational Performance Improvement Snapshot Survey indicates that a high percentage of our staff believes that their customers are satisfied with their work and that it is of a high quality. This disclosure says that the staff is happy with its role and believes the customers are too. Staff members believe that our high standards and ethics meet the requirements of the laws and regulations in this field; ninety four percent of them are satisfied with their



role. The survey also says that the organization uses the time and talents of the staff in a very positive way at school and in service to the community. While our staff believes, by an overwhelming majority, that the organization removes obstacles that get in the way of progress, there is clearly room for improvement in this area. Along the same lines, the majority of staff members believe that they are aware of how the organization is doing financially, but more effort is needed to increase the percentage of those staff members who do not yet believe they know how well the organization is doing financially.

While the Operational Performance Improvement Snapshot Survey did indicate areas where improvements can be made in the organization; the overall result was very positive. Seventy-five percent of the staff knows where they fit in the strategic plan. It is noted that eleven percent of the staff had no opinion in this area and fourteen percent disagreed. This is an indication of either lack of understanding or discomfort with the processes used to dispense this information. It is the desire of the leadership team to get the concerns of these remaining staff out in the open and to address their unresolved issues. All staff has to have confidence that their concerns and input are wanted. They must also feel assured that the strategic plan is only a plan when all have bought in and their opinions have been counted.

In the area of process management, there were no real weaknesses noted. The staff indicated it was very satisfied with relation to quality and processes of work. Over the next year, we will strive to reach for a higher satisfaction level.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

West Miami Middle School's excellence in school leadership, academic programs, and safe learning environments continuously attracts high quality teachers. The school retains high quality, highly qualified teachers, by offering a collegial, collaborative work environment. The leadership team recognizes the importance of on-going, research-based professional development opportunities providing staff with a rigorous professional development calendar. Teachers are encouraged to take advantage of learning opportunities which will advance their careers.

## **• Highly Qualified, Certified Administrators:**

### PRINCIPAL

The school principal, Jacques Bentolila, has worked in the Miami-Dade County Public School system since 1995. He began as a special education teacher at Madison Middle School and shortly after moved to Glades Middle School. While at Glades Middle School, Mr. Bentolila served as an interdisciplinary team leader where he coordinated activities and recognitions for the students assigned to him. He was also the instructor for the leadership class. Mr. Bentolila assisted the administration at Glades Middle School with discipline, coordinating all activities, curriculum and scheduling. In August of 2000, Mr. Bentolila was assigned to Howard D. McMillan Middle School to serve as an assistant principal. In his five years there, Mr. Bentolila served in various roles overseeing student discipline, the maintenance of the plant, the Special Education Program, school security, technology coordinator, activities coordinator, and supervisor of cafeteria and clerical. In his last three years there, he served as assistant principal for curriculum. During this time, Mr. Bentolila was the principal's designee, coordinated all curriculum issues, assisted with personnel issues and was vital in increasing the use of technology and data. Mr. Bentolila laid the foundation for Howard D. McMillan Middle School's continuous improvement which was demonstrated by their move to an "A" school during the 2005 – 2006 school year. In July of 2006, Mr. Bentolila was transferred to Southwest Miami High School to obtain high school experience. While at Southwest, Mr. Bentolila continued with his duties of technology coordinator, principal's designee, assisting with personnel issues and took on the new responsibilities of high school athletics and activities supervisor. Mr. Bentolila was asked to assist the assistant principal for curriculum who was newly assigned to this position. During his time at Southwest Miami High School, technology availability and usage was increased and more emphasis was placed on curriculum content based on data analysis. At the completion of year Mr. Bentolila was assigned to Southwest, the school's grade moved from a "C" to a "B", and Southwest made the most learning gains of any high school in Regional Center V.

Mr. Bentolila has a Bachelor of Arts Degree in Education from University of Florida, a Master's Degree in Education from University of Florida, a Specialist Degree in Educational Leadership from Florida International University and he is currently pursuing a Doctoral Degree in the Urban Special Education Academic Leaders Program at Florida International University.

### ASSISTANT PRINCIPAL

Rex C. Bolles graduated from the University of Miami, where he received his Bachelor of Science degree in Education. Mr. Bolles earned a Master of Science degree in Administration and Supervision from Florida International University.

Mr. Bolles has 32 years of experience as a teacher and administrator in the Miami-Dade County Public School System. He has been a high school football coach, and he uses the skills learned in coaching to build the morale of teachers and students at West Miami Middle. His primary duties at West Miami Middle Community School are in the areas of student discipline and the operation and maintenance of the school plant. His leadership and guidance provides the student body and staff with a positive,

safe, clean and healthy learning environment. The school's success on the FCAT is attributed to his strength in discipline which provides the critically needed structure that enhances student achievement.

#### ASSISTANT PRINCIPAL

Trellany Parrish has a Bachelor's Degree in Business Administration from Florida Memorial College, a Master of Science in Management, with a specialization in Public Management, from St. Thomas University and a Specialist Degree in Educational Leadership from Nova Southeastern University.

Ms. Parrish has worked in the Miami Dade County Public School System for thirteen years. In her time with the District, she worked as a Minority/Women Business Certification Specialist for two and a half years. She became a teacher at G. Holmes Braddock Senior High School and taught Business Technology for five years. In 2001, Ms. Parrish was promoted to assistant principal and was assigned to West Miami Middle Community School. As an assistant principal, she has had a wide range of administrative duties that have promoted student achievement and literacy. She has overseen student attendance resulting in a decrease in the number of truant students and increasing the school's daily attendance percentage. She is responsible for the implementation of the Special Education program, ensuring compliance of all laws and meeting the needs of these students. Additionally, Ms. Parrish is responsible for the implementation of the school's technology program and teacher training in the appropriate use of technology in the classroom. The attainment of grants is a critical component of the school's success, and Ms. Parrish has worked diligently in the acquisition of several grants for the implementation of an inclusion program for the Students with Disabilities and technology programs.

#### ASSISTANT PRINCIPAL of Curriculum

Josephine Cuevas-McNamara has a bachelor's degree in Political Science from the University of Florida, a Master of Education degree from George Mason University, and a degree in Educational Leadership from Nova Southeastern University. She has 17 years of experience in the field of education, as a teacher and administrator in the elementary and secondary level. As assistant principal at Beckford/Richmond and R.R. Moton Elementary Schools, she worked with academically at-risk students and emergent readers.

Ms. Cuevas-McNamara has a strong commitment to providing a quality education to all students. At West Miami Middle Community School, she has expanded the tutorial program to include students of all curriculum groups. The school's reading program was restructured and students scoring at Level 1 and 2 were grouped accordingly.

Her responsibilities include student scheduling, teacher certification, implementation of the School's Improvement Plan, and professional development for teachers. In addition, Ms. Cuevas-McNamara and the administrative staff analyze student data to create and implement programs that will ensure the success of all students.

### **• Teacher Mentoring:**

West Miami Middle School provides teachers new to the profession with a structured support system that includes Professional Growth Teams. This process allows colleague teachers to mentor novice teachers. The school's faculty has seven trained PACES Colleague Teachers representing each core-curriculum area. Additionally, ten teachers are Clinical Education Qualified, having been trained in offering field experience/intern students with practical, hands-on experiences.

The Reading Coach will continue to provide support to the faculty with an emphasis on literacy and reading in all content areas. Core-curriculum department chairs will be provided with release time to work with teachers in need of assistance. The school continues to follow the district's professional standards' procedures for teachers in need of a Professional Development Plan.

• **School Advisory Council:**

The purpose of the West Miami Middle School Educational Excellence School Advisory Council (EESAC) is to work together with stakeholders to ensure improved student achievement by involving them in decision-making which affects classroom instruction and the delivery of programs. Funds are allocated to support educational enhancement programs such as the purchase of Student Agendas and Handwriting educational Kits for English for Speakers of Other Languages students. Also, EESAC supports programs such as, academic incentives, end of the year awards, and an FCAT recognition program.

• **Extended Learning Opportunities**

Students on free/reduced lunch status and scoring Achievement Level 1 and 2 on the FCAT reading and/or math tests will be provided with a before/after school tutorial program through the Supplemental Educational Services (SES). The school will also provide internal tutorial services to low performing students. Additionally, students will be provided with opportunities to participate in the following programs: Science Engineering Communication Mathematics Enhancement (SECME); Title 1 Chess Program; All-Star After School Program; Middle School Athletic Program; and Student Council.

• **School Wide Improvement Model**

The Continuous Improvement Model (CIM) drives the instructional program at West Miami Middle School. Analysis sessions of student performance data are conducted school-wide by curriculum area. Disaggregated data is used to identify instructional needs of all student subgroups identified by the No Child Left Behind Act. Students needing additional help in the tested core subject areas were then targeted for remedial math, intensive reading, and/or tutoring. Results of periodic assessments will determine whether the academic plan needs adjustments e.g. tutorials/enrichment.

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

### **GOAL 1 STATEMENT:**

Students in grades 6 through 8 will master reading skills based on their grade level guidelines mandated by the Sunshine State Standards.

### **Needs Assessment**

Scores on the 2006 FCAT Reading Test indicate that 59% of students scored at Achievement Level 3 or above in grades 6 through 8. Subtest scores indicate that areas in need of improvement are in Main Idea/Purpose, where 59% of possible points were earned, and Reference/Research, where 54% of possible points were earned.

Scores on the 2006 FCAT Reading Test indicate that 24% of students with Limited English Proficiency have scored at/or above grade Level according to NCLB requirements.

Scores in the 2006 FCAT Reading Test indicate that 23% of Students with Disabilities have scored at/or above grade level according to NCLB requirements.

### 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 checked="" type="checkbox"/>	<input checked="" 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 through 8 will improve their reading skills as evidenced by 61% of the students scoring at or above Level 3 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students identified under NCLB as Students with Disabilities will improve their reading skills as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students identified under NCLB as Limited English Proficient will improve their reading skills as evidenced by 51% scoring at or above Level 3 the 2007 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize FCAT Cue Cards, teach questioning strategies and increase FCAT-like vocabulary to address Main Idea and Purpose.	Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Reading Coach will model and provide support to teachers.	Reading Coach	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Adhere to the district's pacing guides which provides teachers with weekly lesson plans and activities correlated with Florida Sunshine State Standards and Competency Based Curriculum.	Principal, Assistant Principals, Curriculum Leader, Language Arts Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize classroom libraries to support independent reading.	All Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$2845.00
Give access and provide Student Performance Indicator Program training enabling teachers to individualize instruction to meet the needs of Level 1 and 2 students through the implementation of the Continuous Improvement Model (CIM).	Principal, Assistant Principals, Curriculum Leaders	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Utilize differentiated instructional techniques in all intensive reading classes.	Reading Teachers and Reading Coach	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Implement the use of Accelerated Reader program during homeroom period.	Assistant Pincipal for Curriculum, Teachers, Reading Coach, Media Specialist	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Identify, enroll, assess, and monitor students,	Assistant Principals,	8/14/2006	6/1/2007	District-wide	\$0.00

whose FCAT Levels are 3, 4 and 5, in Advanced/Gifted Language Arts classes.	Advanced/Gifted Teachers, Reading Coach			literacy plan	
Use the Continuous Improvement Model to utilize Interim Assessment results to compile current data that will be used to make adjustments to strategies in the classroom.	Assistant Principal for Curriculum, Reading Coach, Language Arts Curriculum Leader, Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Provide beginning teachers with release time to meet with mentor teachers for professional development.	Assistant Principal for Curriculum	8/14/2006	6/1/2007	District Strategic Plan	\$600.00
Identify, enroll, assess, and monitor students scoring Level 1 and 2 in a tutorial program.	Assistant Principals, Reading Coach, Counselors	8/14/2006	6/1/2007	District-wide literacy plan	\$2000.00
Identify, enroll, assess, and monitor Students with Disabilities and students and Limited English proficiency not meeting AYP in an intensive reading class and a tutorial program.	Assistant Principals, ESOL Curriculum Leader, SWD Curriculum Leader, Program Specialist	10/23/2006	6/1/2007	District Strategic Plan	\$2000.00
Create a Data team to assist with test score data gathering utilizing Student Performance Indicator program and Edusoft to help target individual student needs.	Principal, Assistant Principals, Data Team members, Curriculum Leaders, Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

Prentice Hall Basal Text

Glencoe Basal Text

READ 180

READ XL

## Professional Development

Departmental training on implementation of the district's Reading Pacing Guides

Read 180 training

Differentiated Instruction Training

CRISS trainings for all teachers

Round-table discussions within department on best teaching practices

Reading Coach will provide Professional Development, as needed

Faculty Meeting Professional Development activities

## **Evaluation**

2007 FCAT Reading Test

Read 180 Scholastic Reading Inventory (SRI)

MAZE

Interim Assessment in Reading



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

**GOAL 2 STATEMENT:**

Students in grades 6 through 8 will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of mathematics.

**Needs Assessment**

Scores on the 2006 FCAT Math Test indicate that 60% of students in grades 6 through 8 have scored at or above FCAT Level 3. Additionally, 16% of Students with Disabilities and 33% of Limited English Proficient student subgroups identified by the NCLB have scored at or above grade level.

**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 checked="" type="checkbox"/>	<input checked="" 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 through 8 will improve their math skills as evidenced by 62% of students scoring at or above Level 3 on the the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 56% scoring at or above Level 3 of the 2007 FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide teachers access and training to Student Performance Indicator in order to individualize instruction to meet the needs of Level 1 and 2 students.	Principal, Assistant Principals, Curriculum Leaders	8/14/2006	6/1/2007	Communities of Practice	\$0.00
Utilizing the Continuous Improvement Model, identify, enroll, assess, and monitor FCAT Level 1 students in intensive math courses with emphasis on Algebraic Thinking and Measurement.	Assistant Principals, Math Curriculum Leader, Intensive Math Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Identify, enroll, assess and monitor Students with Disabilities and Limited English Proficiency students not meeting AYP in an intensive mathematics class with emphasis on Algebraic Thinking and Measurement.	Assistant Principals, ESOL Curriculum Leader, SWD Curriculum Leader, Program Specialist, Intensive Math Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$2136.00
Identify, enroll, assess and monitor Students with Disabilities and Limited English Proficiency students not meeting AYP standards in a tutorial program and intensive math classes.	Assistant Principals, ESOL Curriculum Leader, SWD Curriculum Leader, Intensive Math Teachers, Program Specialist	10/23/2006	6/1/2007	District Strategic Plan	\$2000.00
Adhere to the District's Pacing Guides which provide teachers with weekly lesson plans and activities correlated with Florida Sunshine State Standards and the Competency Based Curriculum.	Assistant Principals, Curriculum Leaders, Math Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Identify, enroll, assess and monitor students scoring at Levels 3, 4 & 5 on the 2006 FCAT in advanced math classes in order to maintain success rate.	Assistant Principals, Math Curriculum Leader, Advanced/Gifted Teachers	8/14/2006	6/1/2007	Academic Teams	\$0.00

Utilize graphing calculators in advanced and gifted classes to enhance mathematics instruction.	Assistant Principals, Gifted Curriculum Leader, Gifted Math Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$1000.00
Utilize the Continuous Model and implement school-wide strategies to address the lowest scoring content clusters: Algebraic Thinking and Measurement.	Principal, Assistant Principals, Data Team members, Math Curriculum Leader, Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Identify, enroll, assess and monitor Students achieving at Math FCAT Levels 1 & 2 in a tutorial program.	Assistant Principals, ESOL Curriculum Leader, SWD Curriculum Leader, Program Specialist	10/23/2006	6/1/2007	District Strategic Plan	\$2000.00
Create a Data team to assist with data gathering and analysis of student data utilizing Student Performance Indicator program, Exam view, and Edu-soft to help target individual student need.	Principal, Assistant Principals, Curriculum Leaders, Data Team Members, Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Using the Continuous Improvement Model, utilize Interim Assesment results to compile current data that will be used to make adjustments to strategies in the classroom.	Assistant Principal for Curriculum, Reading Coach, Curriculum Leader, Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

Prentice-Hall Mathematics program.

## Professional Development

The Prentice-Hall Staff Development Program.

Departmental training on implementation of the district's Mathematics Pacing Guides

In-service training on Exam View and the Edu-Soft Program to facilitate data analysis

Faculty Meeting Professional Development activities

Professional Development Catalog

## Evaluation

2007 FCAT Mathematics Test

Interim Assessment in Mathematics

Publisher ancillary assessment materials

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

**GOAL 3 STATEMENT:**

Students will master the competency of writing to explain and persuade.

**Needs Assessment**

The results of the FCAT 2006 Writing test indicate that 94% of students scored 3.5 or above the state standards in writing. The Persuasive Writing scores were 4.1 and the Espository scores were 4.0. Additionally, Students with Disabilities did not meet annual yearly progress based on NCLB.

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

## Measurable Objective

Given instruction based on Sunshine State Standards, students in 8th grade will maintain or improve their writing skills as evidenced by 94% of students achieving 3.5 or higher on the administration of the 2007 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use district provided anchor papers (with annotations) for writing instruction with students in the classroom.	Language Arts Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Use the Continuous Improvement Model to implement writing throughout the content areas.	Social Studies Curriculum Leader, Science Curriculum Leader, Teachers	10/2/2006	6/1/2007	District Strategic Plan	\$0.00
Train teachers on FCAT Writing Rubric Scoring and make sure students have access to the rubric scoring procedures.	Assistant Principals, Reading Coach, Language Arts Curriculum Leader	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Create a data team to assist with data gathering and analysis of student data.	Principal, Assistant Principals, Curriculum Leaders, Data Team Members, Teachers	8/14/2006	6/1/2007	District-wide literacy plan	\$0.00
Provide differentiated instruction within the Language Arts classrooms.	Language Arts Curriculum Leader, Reading Coach, Language Arts Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize district writing pre-test results as a teaching tool to individualize instruction for students.	Assistant Principal of Curriculum, Curriculum Leaders, Teachers	9/1/2006	6/1/2007	District-wide literacy plan	\$0.00

### Research-Based Programs

Prentice Hall Textbooks.

Glencoe Textbooks.

## **Professional Development**

Language Arts Curriculum Leader will provide Grade-level networking on writing skills and goals per grade level in order to improve Level 1, 2 students' writing skills

Round-table discussions on Best Practices in teaching Language Arts within department

Differentiated Instruction professional development will be provided by the Reading Coach and selected teachers in the department

Creating Independent Through Student Owned Strategies (CRISS) training with focus on the use of graphic organizers in the writing process

Write Traits Training

Faculty Meeting Professional Development activities

Reading Coach Professional Development, as needed

## **Evaluation**

2007 FCAT Writing Plus scores

District Pre & Post Writing Test

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Students in grades 6 through 8 will master the Physical/Chemical, Earth/Space, Life/Environmental, and Scientific Thinking components based on their grade level-guidelines mandated by the Sunshine State Standards and Competency Based Curriculum.

### ***Needs Assessment***

Scores on the 2006 FCAT Science Test indicate that 21% of 8th grade students scored at Level 3 or above. Students scored 43% of possible points in Scientific Thinking and 45% of possible points in Physical & Chemical.

## Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students will improve their science skills as evidenced by 45% of students scoring at/or above Level 3 on the 2007 FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a Data team to assist with data gathering and analysis of student data utilizing Student Performance Indicator, Exam View, and Edu-soft to help target individual student need.	Assistant Principals, Curriculum Leader, Data Team members, Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Increase students' participation in inquiry-based learning via cooperative lab work.	Curriculum Leader and Science Teachers	8/14/2006	6/1/2007	Small Learning Communities	\$0.00
Provide opportunities for Board Certified Science teachers to mentor and model teaching strategies.	Principal and Assistant Principals	8/14/2006	6/1/2007	Mentoring Opportunities	\$0.00
Adhere to the district's Pacing Guides correlated with Sunshine State Standards and Competency Based Curriculum.	Principal, Assistant Principals, Curriculum Leader, Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Provide teacher access and training to Student Performance Indicator in order to enable teachers to individualize instruction to meet the needs of Level 1 and 2 students in the areas of Scientific Thinking and Physical/Chemical.	Principal, Assistant Principals, Curriculum Leader	8/14/2006	6/1/2007	Continuous Improvement Model	\$0.00
Use the Continuous Improvement Model to interpret Interim Assessment results and compile data that will be used for strategies in the classroom.	Assistant Principal for Curriculum, Curriculum Leader, Science Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Use of technology to enhance Scientific Instruction/Research.	Assistant Principal, Curriculum Leader, Science Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$2000.00

### Research-Based Programs

Glencoe Science Textbooks and Resources.



## **Professional Development**

Departmental training on implementation of the district's Science Pacing Guides  
Examview and Edu-soft In-service Training  
SPI Training  
Venier Probes Training  
Faculty Meeting Professional Development activities

## **Evaluation**

2007 FCAT Science Test

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

### ***GOAL 5 STATEMENT:***

Community and school stakeholders will work together to provide for the successful education of each student.

### ***Needs Assessment***

Family Involvement in the education of children is essential to academic achievement. Given the unique social, emotional, and physical needs of the middle school student West Miami Middle School will provide parents with workshops focusing on stress management, bullying prevention, and gang prevention.

## Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 3% increase in parental and community interaction as evidenced by comparing the attendance logs for 2005/2006 to 2006/2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a transition plan from elementary to middle grade/high school that includes pre-assessment work; orientation programs, support systems.	Assistant Principals, Curriculum Leaders, Counselors, Reading Coach, Career Specialist	12/4/2006	6/1/2007	Transition and Articulation Programs	\$0.00
Conduct Title I orientation meeting for parents & students to be informed of Title I programs and their rights and responsibilities as it relates to their child's education.	Assistant Principals and Reading Coach	9/7/2006	9/7/2006	Community Partnerships	\$0.00
Provide inservices through the Bilingual Parent Outreach Program Office for speakers of languages other than English, such as: FCAT, Home Learning Tips, Money Management, and Immigration Laws and updates.	Bilingual Parent Outreach Program, ESOL Curriculum Leader, Parent Academy, Reading Coach	10/11/2006	6/1/2007	District Strategic Plan	\$0.00
Increase communication between parent & teachers through parent-teacher conferences, telephone contacts, and home visits.	Team Leaders, Counselors, Teachers, Community Involvement Specialist	8/14/2006	6/1/2007	District Strategic Plan	\$1000.00

### Research-Based Programs

The Parent Academy  
PTSA Six Standards

### Professional Development

District Advisory Council Training  
Parental Advisory Council Training

## **Evaluation**

Title I Monthly School Reports

Title I attendance rosters at Parent Meetings and at the Parent Resource Center

Bilingual Parent Outreach Program Attendance Logs.

Volunteer Logs

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Promote and maintain a safe and secure learning environment.

### ***Needs Assessment***

Data from 2005/2006 indicates that students spent 1050 days in indoor suspension and 571 days in outdoor suspension. West Miami Middle School is committed to maintaining a safe and secure learning environment; therefore, we need to provide alternatives to suspension to increase student time in class.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease of 40 incidents leading to indoor/outdoor suspensions during 2006/2007 school year as compared to the 2005/2006 school year as documented by the COGNOS Suspension Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide peer mediation to include, conflict resolution strategies and peer group counseling.	TRUST Counselor	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct individual and group counseling sessions to prevent and diffuse negative student behaviors.	Trust Counselor and Counselors	8/14/2006	6/1/2007	Mentoring Opportunities	\$0.00
Enforce the school-wide mandatory uniform policy to prevent unauthorized persons from entering the school grounds.	Principal, Assistant Principals, Faculty	8/14/2006	6/1/2007	Communities of Practice	\$0.00
Utilize the School-wide Progressive Discipline Plan to minimize school disruptions which interfere with teaching and learning activities.	Principal, Assistant Principals, Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Promote a school-wide incentive program to encourage appropriate student behaviors.	Assistant Principals, Team Leaders, Teachers	8/14/2006	6/1/2007	Small Learning Communities	\$5000.00
Implement an Alternative to Suspension Program to decrease the number of indoor/outdoor suspensions, to include counseling sessions and peer mediation.	Principal, Assistant Principals, Counselors	8/14/2006	6/1/2007	District Strategic Plan	\$4800.00

### Research-Based Programs

Not Applicable

### Professional Development

Discipline and Safety Committee will provide inservice training for the staff and students

## **Evaluation**

2006/2007 COGNOS Suspension Reports

Peer Mediation Reports

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

Students and faculty will utilize technological advances that prepare them for the 21st century.

### ***Needs Assessment***

A review of the faculty's Professional Development Plans indicates a need for technology training in the following areas: computer assisted instruction (Read 180, FCAT Explorer), analysis of student data (SPI, Edu-Soft), student assessment (ExamView), Instructional tool (Teacher Portal Learning Village), and Excelsior Gradebook.



## Measurable Objective

Given an emphasis on the use of technology in education, the number of technology training workshops provided to teachers will increase by 2 as compared from 2005-2006 to 2006-2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Excelsior Gradebook Program which allows teachers to record attendance and grades, create reports, and gives parental access to pertinent student information.	Principal, Assistant Principal, Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize district-wide e-mail to enhance communication between the stakeholders of the school.	Principal, Assistant Principals, EESAC Chairperson, PTSA President,	8/14/2006	6/1/2007	Community Partnerships	\$0.00
Facilitate training for teachers participating in the Dell Tech Know computer program which will provide a desktop computer to every student at the end of the program.	Community School Assistant Principal, Assistant Principals, Teachers	10/2/2006	6/1/2007	Small Learning Communities	\$2700.00
Provide inservice to teachers on the use of Read 180 Reports to promote student achievement in Reading.	Assistant Principal, Reading Coach, Computer Specialist	8/14/2006	6/1/2007	District Strategic Plan	\$500.00
Utilize FCAT Explorer in Saturday School Tutorial sessions.	Assistant Principals and Teachers	9/23/2006	6/1/2007	District-wide literacy plan	\$0.00
Maximize the use of seven portable computer labs among all students and teachers.	Assistant Principals and Curriculum Leaders	8/14/2006	6/1/2007	District Strategic Plan	\$1000.00

### Research-Based Programs

Not Applicable

## **Professional Development**

Excelsior Gradebook Training  
PLATO Course Recovery Training  
SPI Training  
Edu-Soft Training  
District Teacher Portal Training  
Dell Tech Know Training  
Read 180 Training

## **Evaluation**

Usage of Excelsior Gradebook  
Gradebook Reports  
Student enrollment in PLATO Course Recovery program  
Student enrollment in Read 180  
Student participation in Dell Tech Know Program  
Attendance Logs

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

### ***GOAL 8 STATEMENT:***

Encourage participation in fitness activities that promotes a healthy lifestyle for overall wellness and increase student awareness of health and fitness initiatives.

### ***Needs Assessment***

The results of the 2005/2006 FITNESSGRAM Test indicated that 69% of physical education students scored at the Gold/Silver category.

## Measurable Objective

Given instruction based on the MDPCS mandated standards, physical education students in grades 6 through 8 will improve their fitness skills as evidenced by 71% of the students receiving gold or silver awards on the 2006/2007 administration of the FITNESSGRAM test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain and promote a drug, alcohol, and tobacco free school through our drug prevention program.	Principal, Assistant Principals, Trust Counselor	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Promote extracurricular athletic activities in order to increase cooperative learning and teamwork.	Assistant Principals, Physical Education Teachers, Athletic Coaches	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Provide a personal fitness guide to our students which will enhance their knowledge of health and fitness issues and post health/safety information in classrooms.	Physical Education Teachers and Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Enhance the human growth and development program by distributing health educational materials to our students.	Science Curriculum Leader and Teachers	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Adhere to the district wellness initiative that requires enrollment of 6th grade students in Physical Education.	Principal and Assistant Principal for Curriculum	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Administer FITNESSGRAM assessment tests to our students which will measure their fitness levels based on the national scale.	Physical Education and Teachers	10/2/2006	6/1/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

FITNESSGRAM Test Training Inservice

## **Evaluation**

Student Attendance Logs in extra curricular activities

## 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.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Provide extracurricular activities which will have value in meeting educational objectives and are necessary to broaden cultural and real-world experiences.

**Needs Assessment**

To increase extracurricular opportunities to students at the school.

## Measurable Objective

Increase participation of students in extracurricular activities to include club participation, competitions, assemblies, and exhibitions by 1% as compared to the 2005/2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Partner with the Tri-M Music Honor Society for musical presentations.	Music Teacher	8/14/2006	6/1/2007	Expanding arts opportunities	\$0.00
Provide students with the opportunity to engage in a variety of after school activities.	Athletic Director	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Provide students with the opportunity to participate in school-wide assemblies in an effort to showcase talent.	Performing Arts Teachers	8/14/2006	6/1/2007	Expanding arts opportunities	\$0.00
Facilitate positive recognition of student projects in the Miami-Dade County Youth Fair Exhibitions.	Elective Curriculum Leader, ESOL Curriculum Leader, Technology Teacher	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Provide athletic extracurricular activities.	Assistant Principal and Teachers	8/14/2006	6/1/2007	Community Partnerships	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Youth Fair Exhibitor's Workshops  
Middle School Athletics Workshop  
Music Conferences

### Evaluation

Number of After School Program activities  
Number of Extracurricular Activities  
Number of students participating in extracurricular activities

## 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.)

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

### ***GOAL 10 STATEMENT:***

West Miami Middle School will rank at or above the 67th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2005, West Miami Middle School ranked at the 64th percentile on the State of Florida ROI index.



## Measurable Objective

West Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 64th percentile in 2005, to the 67th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	EESAC Chairperson	10/2/2006	6/1/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Enroll in Management Academy classes on school budget.	Principal	10/2/2006	6/1/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principals	10/2/2006	6/1/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal and Community School Assistant Principal	10/2/2006	6/1/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

Management Academy classes on school budget

### Evaluation

On the next State of Florida ROI index publication, West Miami Middle School will show progress toward reaching the 67th percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

### ***Budget:***

The EESAC Committee recommends that funds be allocated for incentive programs, awards, rewards and educational enhancements for our students.

### ***Training:***

The EESAC Committee recommends that staff attend professional development activities created by the District and other institutions to maintain highly qualified staff at West Miami Middle School.

### ***Instructional Materials:***

The EESAC Committee recommends the full implementation of the newly State-adopted Social Studies Basal educational program.

### ***Technology:***

The EESAC Committee recommends the increase in usage of the technology already established at West Miami Middle School site by the utilization of the seven wireless mobile computer labs.

### ***Staffing:***

The EESAC Committee recommends the continual hiring of highly qualified teachers and continues to encourage staff to seek higher degrees, training and National Board Certification.

### ***Student Support Services:***

The EESAC Committee recommends the continued implementation of the DFYIT program, Great Program and the seasonal theme based activities i.e. (Red Ribbon Week, etc.)

### ***Other Matters of Resource Allocation:***

The EESAC Committee recommends full compliance with Title I allocation of funds used to lower student teacher ratio.

***Benchmarking:***

The EESAC Committee recommends compliance with the Miami-Dade County Public Schools Testing Calendar in order ensure accurate evaluation of student progress in a timely manner.

***School Safety & Discipline:***

The EESAC Committee recommends promoting and maintaining a safe and secure learning environment by the continuing the uniform policy and enforcement of the progressive discipline plan.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$7,445.00
Goal 2: Mathematics	\$7,136.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$2,000.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$9,800.00
Goal 7: Technology	\$4,200.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
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<b>Total:</b>	<b>\$31,581.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*