

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Arvida Middle School (6021)**

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Nancy Aragon

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Arvida Middle was built in 1973 on 9.193 acres in Southwest Miami Dade County at 10900 SW 127th Avenue. The ethnic/racial make-up of the student population is 59% Hispanic, 22% Anglo, 13% Black, and 6% Asian. Arvida Middle School provides an educational program for students in grades six, seven, and eight which utilizes the Sunshine State Standards and Competency-Based Curriculum as its main curriculum focus. Arvida Middle School also provides services to children with special needs, which include emotional behavior disorder, educable mentally handicapped, specific learning disabled, and physically impaired. High achieving students are serviced via advanced, honors, and gifted classes in the core academic areas. Students in these classes are eligible for high school credit in six academic areas such as, Algebra, Earth/Space Science, Honors Geometry, Biology, Spanish and French. Additionally, students in grades six, seven and future eighth graders are eligible to participate in the Global Studies Program for advanced academics that stress an Interdisciplinary approach to learning through the I Choose! Federal grant.

The Educational Excellence School Advisory Council consists of students, teachers, parents and community members. Some of the community partners include: Fit Kids, Wendys, Publix, McDonalds, Cold Stone, Subway, Discovery Cruises and L & M Trophies. The main Feeder Pattern schools for Arvida Middle School are: Calusa Elementary and William Lehman Elementary. The minor Feeder Pattern schools are: Devon Aire Elementary, Claude Pepper Elementary and Kendale Elementary. Arvida feeds into Miami Killian Senior High School and Miami Sunset Senior High School. Many of our students also attend Magnet High Schools throughout the county.

Arvida Middle School serves 1363 students from the surrounding neighborhood, including 65% Standard Curriculum students, 22% Special Education students (SPED), 18% Gifted students, and 6% English Language Learners (ELL). Based on the Free and Reduced Lunch application form, the school is composed of 61% of students from middle to high socio economic families, while 39% of the student body represents a low-middle socio economic level. The attendance rate is 96.47%. The promotion rate is 98.6%. Based on the 2007 Reading FCAT Exam, 13.32% of the Arvida students are scoring at Level 1 and 13.46% of the students are scoring at Level 2. Reading Level 1 and Level 2 students are placed in an intensive reading class in lieu of an elective. In addition, students with poor decoding skills and poor fluency skills are enrolled in an intensive reading plus class. Based on the 2007 Mathematics FCAT Exam, 13.85% of the students are scoring at Level 1 and 19.46% are scoring at Level 2. Identified Mathematics Level 1 and Level 2 students are placed in an intensive mathematics class in lieu of an elective. Additionally, Reading and Mathematics Level 1 and Level 2 students are placed on a progress monitoring plan.

This school employs a total of 116 full-time staff members and 23 part-time staff members. Of the full-time staff group, five are administrators, 65 are classroom teachers, 16 are SPED teachers, two are ELL teachers, four are guidance counselors, one is a career specialist, four are classroom paraprofessionals, one is a computer specialist, one is a media specialist, nine are clerical employees, six are security monitors, and ten are custodial workers. Of the teaching staff, 38% have a master's degree, 5% have a specialist degree and 3% have their PHD. 32% of the staff is White, 31% are Black, 36% are Hispanic and 1% is Asian/American Indian.

Arvida was designated as a Blue Ribbon School of Excellence for the 1997-98 school year and an A School by the Florida Department of Education in 1999, 2002, and 2003. In 2004, Arvida was designated a B school missing an A by one point. With the commitment of the Arvida staff and the support of the Arvida parents and community, Arvida Middle School became an A once again in 2005 and has continued to maintain it's A status.

Given instruction based on the Sunshine State Standards, students meeting high standards in grades six through eight will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ELL will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

# School Improvement Plan

## 2007-2008



Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

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 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by a 5% increase of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in Advanced, Honors and Gifted classes will increase by 5% during the 2007-2008 school year as compared to the 2006-2007 school year.

Arvida Middle School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Arvida Middle School stakeholders hold student achievement in very high esteem. The strategies identified are designed to address the needs of all students. Through the school improvement initiative, and the collaboration of parents, staff and community, Arvida will strive to prepare students to become responsible and productive citizens. Based on the information gathered from the May 2007 Organizational Performance Improvement Snapshot Survey (OPIS) and its results, the following areas need to be addressed: information regarding the financial status of the organization and removing obstacles. Arvida's staff rated a 3.3 average score to "I know how well my organization is doing financially". It will be Arvida's goal to make its staff aware of the 2007-2008 school budget. Budgetary issues will become part of the faculty meeting agenda and will continue to be addressed at the EESAC meetings. At department head meetings, obstacles or concerns of the faculty will be addressed and analyzed so as to create a positive and productive staff and atmosphere.



# School Improvement Plan 2007-2008



## 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.

## 6021 - ARVIDA MIDDLE SCHOOL

### VISION

Arvida Middle School exemplifies a progress commitment to recapturing traditional excellence and incorporating innovative approaches into the educational process. The staff believes in meeting the students where they are and assisting them in reaching their potential, while encouraging them to reach for high goals. Arvida Middle School is a school of excellence. There is a clear vision for the school and its students that is reflected in the mission statement. This vision is being implemented through specific objectives and policies and creative programs. School leadership has created a sense of shared purpose among faculty, students, parents, and the community, uniting all in a true quest for excellence. Although we view various instructional components of our school as interlocking pieces of a puzzle, we see our students as the whole picture. We strive to engage our students in an active quest for excellence. The school prepares students for lifelong learning and leadership roles in high school and post secondary education. It fosters creative and scientific inquiry through an innovative curriculum.

### MISSION

Arvida Middle School seeks to produce learners who achieve at their maximum potential. We envision our students as future adults who are technologically advanced, academically well-rounded, and always mindful of their responsibility to set positive examples for others and help their fellow citizens.

In order to realize the objectives for improving student achievement, strengthening social, technological skills, and contributing to the global economy of the future, Arvida will form partnerships of many kinds with local businesses, with postsecondary academic institutions, and with the community. These are the building blocks of Arvida Middle School.

### 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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Arvida Middle was built in 1973 on 9.193 acres in Southwest Miami Dade County at 10900 SW 127th Avenue. The ethnic/racial make-up of the student population is 59% Hispanic, 22% Anglo, 13% Black, and 6% Asian. Arvida Middle School provides an educational program for students in grades six, seven, and eight which utilizes the Sunshine State Standards and Competency-Based Curriculum as its main curriculum focus. Arvida Middle School also provides services to children with special needs, which include emotional behavior disorder, educable mentally handicapped, specific learning disabled, and physically impaired. High achieving students are serviced via advanced, honors, and gifted classes in the core academic areas. Students in these classes are eligible for high school credit in seven academic areas such as, Algebra, Earth/Space Science, Honors Geometry, Biology, Spanish and French. Additionally, students in grades six, seven and future eighth graders are eligible to participate in the Global Studies Program for advanced academics that stress an Interdisciplinary approach to learning through the I Choose! Federal grant.

Based on the 2007 Reading FCAT Exam, 13.32% of the Arvida students are scoring at Level 1 and 13.46% of the students are scoring at Level 2. Reading Level 1 and Level 2 students are placed in a reading class in lieu of an elective. In addition, students with poor decoding skills and poor fluency skills are enrolled in a reading plus class. Based on the 2007 Mathematics FCAT Exam, 13.85% of the students are scoring at Level 1 and 19.46% are scoring at Level 2. Identified Mathematics Level 1 and Level 2 students are placed in an intensive mathematics class in lieu of an elective. Additionally, Reading and Mathematics Level 1 and Level 2 students and placed on a progress monitoring plan. The average class size by grade level for general education is 21 students with the student to teacher ratio in each grade level being 1 to 21. The average class size for a SPED classroom is 10 students with the student to teacher ratio in each grade level being 1 to 10.

Two computer labs, supervised by a technology coordinator, allow for classroom teachers to sign up for computer application activities and research based software that supports academic progress. The school's technology initiatives have expanded to include at least one computer in each classroom, three labs available for teachers, and one portable lap-top lab for classroom teachers. Two smart boards are available in the science wing and the downstairs computer lab. Student services are provided to address student needs, such as academic, individual and group counseling. These services have a strong impact on achievement. Our Campus is a two-story 72 classroom building which encompasses an auditorium on the first floor and a media center on the second floor. In addition there are eight portable classrooms. Administrative offices, three vocational classrooms, and two computer labs occupy the first floor and the media center is located on the second floor. This 34-year old building received a six classroom addition in 2003 and a new permanent structure of eleven classrooms in 2005. All rooms have been retro-wired to allow Internet access that provides students with state of the art activities. The media center has fifteen computers and ten computers on wheels available for teachers to check out. In addition, a television production room is housed in the media center, which allows students to create and televise morning announcements and communicate teacher developed lessons via closed circuit television. Arvida's highly awarded fine arts program includes drama, band, orchestra, art, chorus, keyboard, and dance.

This school employs a total of 116 full-time staff members and 23 part-time staff members. Of the full-time staff, five are administrators, 65 are classroom teachers, 16 are exceptional student teachers, two are ELL teachers, four are guidance counselors, one is a career specialist, four are classroom paraprofessionals, one is a computer specialist, one is a media specialist, nine are clerical employees, six are security monitors, and ten are custodial workers. Of the teaching staff, 38% have a master's degree, 5% have a specialist degree and 3% have their PHD. 32% of the staff is White, 31% are Black, 36% are Hispanic and 1% is Asian/American Indian.

Arvida Middle School serves 1363 students from the surrounding neighborhood, as well as, NCLB transfers and students who qualify for the Global Studies Program, I Choose. Of these students 65% are Standard Curriculum, 22% are Special Education, 18% participate in Gifted or advanced courses and 6% are English Language Learners. Based on the Free and Reduced Lunch application forms, the school is composed of 61% of students from middle to high socio economic families, while 39% of the student body represents a low-middle socio economic level. These students require support to secure their basic needs. These needs are addressed via the free breakfast, free/reduced lunch meal program and free tutoring. Families identified in need of counseling support are referred to a variety of agencies for assistance. Additionally, students performing below district and state guidelines are provided with remedial and tutorial services. The attendance rate for 2006-2007 is 96.47% while in 2005-2006 it was 95.87%. This demonstrates an increase in attendance which creates a better learning environment which prepares students for a well rounded-global society.

The Educational Excellence School Advisory Council consists of students, teachers, parents and community members. Some of the community partners include: Fit Kids, Wendys, Publix, McDonalds, Cold Stone, Subway, Discovery Cruises and L & M Trophies. The main Feeder Pattern schools for Arvida Middle School are: Calusa Elementary and William Lehman Elementary. The minor Feeder Pattern schools are: Devon Aire Elementary, Claude Pepper Elementary and Kendale Elementary. Arvida feeds into Miami Killian Senior High School and Miami Sunset Senior High School. Many of our students also attend Magnet High Schools throughout the county. None of these schools are ZONE schools.

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## ***School Foundation***

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### **Leadership:**

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.3. Based on these results, it is evident that our staff is knowledgeable of the school's mission and is satisfied with the leadership of our school.

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

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.1. Arvida will continue to have learning communities comprised of all stakeholders so they may share their ideas for the future growth of the school.

### **Stakeholder Engagement:**

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.3. Based on these results, it is evident that our staff is aware of their student needs and communicates with them as such. The data from the school climate survey will be analyzed to determine what the community perceives to be the strengths and weaknesses of Arvida.

### **Faculty & Staff:**

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.2. Based on these results, Arvida has cooperative learning communities where best practices are shared with the administration. All new teachers have a mentor and a professional growth team assigned.

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

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.4. Based on these results, it is evident that our staff is knowledgeable on data collection and analysis procedures.

### **Education Design:**

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.2. Based on these results, it is evident that our staff participates in inservices to provide them professional growth. This is done through Departmental Level meetings, Community of Learners meetings and inservices provided by region and district.

At the Departmental Level meetings, teachers analyze their curriculum maps and determine which benchmark(s) needs to be readdressed.

At the Community of Learners meetings, teachers share best practices as well as the infusion of reading across the curriculum.

At Region and District meetings, teachers and staff participate in advanced courses and district initiatives.

### **Performance Results:**

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.1. In this section, Arvida's staff rated a 3.3 average score to "I know how well my organization is doing financially". It will be Arvida's goal to continue to make its staff aware of the 2007-2008 school budget. Budgetary issues will become part of the faculty meeting agenda.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**





School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

## Reading Goal

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

#### **Florida Education Priorities**

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

### **Reading Statement**

All students will increase their reading skills.

### **Needs Assessment**

Scores on the 2006-2007 FCAT Reading Test, as stated in the AYP report, indicate that 65% of the students in grades six through eight have scored at or above FCAT Level 3. The Students with Disabilities (SWD), Black and English Language Learners (ELL) did not meet AYP. Additional support will be given to these subgroups. In sixth grade, our students did poorest in Reference/Research, in seventh grade our students did poorest in Main Idea/Purpose and in eighth grade our students did poorest in Comparisons. More emphasis and support is needed in these content areas.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students meeting high standards in grades six through eight will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ELL will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Inclusion reading classes for all grade levels using the consultative model.	Assistant Principal Selected Reading Teacher ESE Teacher	8/20/2007	6/5/2008	Inclusion of SWD	0
Use READ 180 in the intensive reading plus classes as support for teacher instruction.	Reading Teachers Reading Contact	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Create and Implement "Self-Assessment Days" where students analyze their own reading data.	Teachers Assistant Principal	9/17/2007	5/29/2008	District-wide Literacy Plan	0
Promote reading reinforcement strategies/ activities schoolwide and infuse reading benchmarks across the curriculum via the use of CRISS strategies.	Assistant Principal Teachers Literacy Leadership Team	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Identify students who are lowest 25% and provide them tutorial after school, pull out sessions in January 2008 and individualized instruction throughout the day.	Teachers Assistant Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide after school and Saturday school tutorial sessions for all Level 1 and Level 2 students using programs such as FCAT Explorer, READ 180.	Tutorial Facilitator Assistant Principal	9/17/2007	5/9/2008	Academic Enrichment Opportunities	0
Continue the implementation of the Accelerated Reader Program in the Media Center on a weekly basis to increase students' reading comprehension skills .	Media Specialist Teachers Department Heads	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Continue the implementation of Community of Learners Meetings and Departmental Meetings to address the needs of all Level 3 and above reading students.	Assistant Principal Teachers Leadership Team	9/11/2007	5/7/2008	Exchange Meaningful Information	0
Give teachers access to Snapshot so they can utilize the Data to individualize instruction to meet the needs of the lowest 25% and Levels one and two students adhering to the Continuous Improvement Model.	Reading Teachers	9/11/2007	6/4/2008	Continuous Improvement Model	3473.1
Use ConnectEd to inform parents of the reading tutorial services offered.	Assistant Principal	9/17/2007	5/8/2008	Exchange Meaningful Information	0
Develop teacher sample lesson plans incorporating reading across the curriculum emphasizing reference/research, main idea and comparisons.	Principal Teachers	6/11/2007	6/15/2007	District-wide Literacy Plan	1000
Use FCAT Reading Coach Book as a supplement for instruction.	Language Arts Teachers	10/1/2007	6/4/2008	District-wide Literacy Plan	4868
Use interim assessments to review students' progression on the low performing benchmarks.	Language Arts Teachers	11/12/2007	6/4/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Assistant Principal Teachers	9/4/2007	6/4/2008	Continuous Improvement Model	

### Research-Based Programs



# School Improvement Plan 2007-2008



Read 180  
Scholastics XL  
McDougal-Littel  
Zaner Bloser text

## **Professional Development**

Comprehensive Reading Research Plan Assessment/Planning Meetings  
Community of Learners meetings  
CRISS strategy implementation  
Best Practices/Department Level meetings  
Reading and Elective Teachers pursuing endorsements  
Literacy Leadership Team meetings

## **Evaluation**

The objectives will be evaluated by Gates MacGinitie (2 times per year), Lexile on the READ 180 (3 times per year), FORF (3 times per year), Diagnostic Assessments of Reading (DAR) (when needed), Interim Assessments and the 2008 FCAT Reading Test.

## Mathematics Goal

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

#### *Florida Education Priorities*

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

### Mathematics Statement

Students in grades six through eight will improve their mathematics skills.

### Needs Assessment

Scores indicate that 68% of the students in grades six through eight have scored 3 and above on the 2007 FCAT Mathematics Exam as stated in the AYP report. The Black students, English Language Learners, and the Students with Disabilities did not make AYP. More emphasis and support needs to be given to these subgroups. More emphasis and support needs to be given to measurement in grade six. In grade seven, more emphasis needs to be placed in measurement and algebraic thinking. In grade eight, our students need more emphasis and support on geometry and algebraic thinking.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Inclusion mathematics classes for all grade levels.	Assistant Principal Selected Mathematics Teachers ESE Teacher	8/20/2007	6/4/2008	Inclusion of SWD	
Infuse math benchmarks across the curriculum via use of CRISS strategies, differentiated instruction and cooperative learning.	Mathematics Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Increase instructional use of various software (ie. Brainchild, A+, Riverdeep, FCAT Explorer).	Mathematics Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Use Sharpen Up, FCAT Practice and Sample Test Workbook from Glencoe as supplemental material to support teacher instruction.	Selected Mathematics Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Use the District Pacing Guide and Scope and Sequence to facilitate instruction.	Assistant Principal Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide tutorial services for Level 3 and above students in Pre-Algebra, Algebra and Geometry.	Tutorial Facilitator Mathematics Tutoring Teacher	09/24/2007	5/8/2008	Continuous Improvement Model	0
Increase the participation of Level 1 and Level 2 students attending after school and Saturday tutorial sessions/ individual tutorials by using programs such as FCAT Explorer, A+ and River Deep.	Assistant Principal Tutorial Facilitator Individual Teachers	09/24/2007	5/8/2008	Continuous Improvement Model	0
Continue pull-out sessions with individual SPED students emphasizing algebraic thinking, geometry and measurement.	Selected Teacher	8/20/2007	6/4/2008	Education Innovation	0
Identify students who are lowest 25% and provide them tutorial after school, pull out sessions in January 2008 and individualized instruction throughout the day.	Teachers Assistant Principal	9/17/2007	5/8/2008	Continuous Improvement Model	0
Continue the implementation of Community of Learners Meetings and Departmental Meetings to address the needs of all Level 3 and above students.	Assistant Principal Teachers	9/11/2007	5/27/2008	Exchange Meaningful Information	0
Enroll Level 1 students into an intensive mathematics class in lieu of an elective utilizing FCAT Buckle Down and Great Source, Afterschool Achievers: Math Club.	Principal Mathematics Intensive Teacher	8/20/2007	6/4/2008	Continuous Improvement Model	0
Give teachers access to Snapshot so they can utilize data to individualize instruction to meet the needs of the Lowest 25% students.	Mathematics Teachers	9/11/2007	6/4/2008	Continuous Improvement Model	3473.1
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Assistant Principal	9/4/2007	6/4/2008	Continuous Improvement Model	0
Provide teachers opportunities to vertical team with the high schools and within our own school.	High School/Middle School Mathematics Teachers	11/16/2007	5/23/2008	Exchange Meaningful Information	0
Use interim assessments to review students' progression on the low performing benchmarks.	Mathematics Teachers	11/12/2007	6/4/2008	Continuous Improvement Model	0
Use FCAT Math Coach Book as a supplement for instruction in the intensive math classes.	Intensive Mathematics Teacher	11/12/2007	6/4/2008	Academic Enrichment Opportunities	560.75

### Research-Based Programs

Glencoe Textbook  
Brainchild  
A+Program  
River Deep  
FCAT Explorer



# School Improvement Plan 2007-2008



## **Professional Development**

A+ Program  
CRISS Training  
Community of Learners meeting  
Best Practices/Department Level meetings  
Vertical Teaming

## **Evaluation**

The objectives will be evaluated by Glencoe practice material, Interim Assessments, tests and quizzes, classwork, home learning teacher assessment and the 2008 FCAT Mathematics Test.



## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

All students will work towards the development of State Mastery Standards.

### **Needs Assessment**

Based on the FCAT District Report of Schools, 89% of the 8th grade students met 3.5 or above in state standards in writing. The expository mean essay score was a 4.0. The Persuasive essay score was a 4.4. An increase from 3.5 to 4.5 is needed throughout the 8th grade.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement writing across the curriculum through teacher developed lesson plans to assist students in expressing their creativity in writing.	Assistant Principal Language Arts Department Head All Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	1000
Incorporate writing skills as part of the remedial reading program in order to expose students to the different types of writing throughout the entire academic year.	Language Arts Department Head Reading Chairperson	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide individual consultation to students about their writing process before the administration of the 2008 FCAT Writing+ targeting their weaknesses and strengths.	Language Arts Teacher Assistant Principal	1/14/2008	2/15/2008	Continuous Improvement Model	0
Provide Professional Development in the Six+ Traits of Writing.	Assistant Principal Teachers	8/16/2007	12/21/2007	Continuous Improvement Model	0
Infuse writing benchmarks across the curriculum via use of CRISS strategies.	All Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement a "Writing Institute" after school, funded through the Middle School Enrichment Program, for students who scored a Level 3,4,5,or 6 on the Diagnostic Writing Pre-Test.	PrincipalWriting Tutoring Teacher	9/17/2007	5/8/2008	Academic Enrichment Opportunities	0
Continue the implementation of the Community of Learners meetings and Departmental meetings addressing the needs of students writing skills and placing an emphasis on writing across all curriculum areas.	Assistant Principal Teachers	9/11/2007	5/27/2008	Exchange Meaningful Information	0

### Research-Based Programs

Zaner Bloser  
What Works - Enhancing the Process of Writing Through Technology: Integrating Research and Best Practice  
Six+ Traits of Writing, NCREL

### Professional Development

Conduct staff development  
CRISS Training  
Community of Learners meetings  
Best Practices/Department Level meetings

### Evaluation

The objectives will be evaluated by The Language of Literature, Writing and Grammar, Tests and Quizzes, Classwork, Home Learning, Teacher Assessment and 2008 FCAT Writing Plus Test.

### Science Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

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

**Science Statement**

All students will work towards the development of Science State Mastery Standards.

**Needs Assessment**

Arvida Middle School students' performance on the 2007 FCAT Science Exam was the same as the state average. However, our students did better than the district in Physical and Chemical, Life and Environmental and Scientific Thinking. Scores indicate that students in grade eight need improvement in all content area.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse science benchmarks across the curriculum via use of CRISS strategies, differentiated instruction and cooperative learning.	Assistant Principal Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Incorporate labs/hand-on activities a minimum of once a week.	All Science teachers	8/27/2007	6/4/2008	Continuous Improvement Model	0
Give teachers access to Snapshot so they can utilize the data to individualize instruction to meet the needs of the lowest 25% and Level one and two students.	Science Teachers Assistant Principal	9/11/2007	5/27/2008	Continuous Improvement Model	0
Implement the use of technology programs provided by Glencoe and Prentice Hall both in the science classes and in the computer labs.	Science Teacher Technology Coordinator	8/20/2007	5/29/2008	Continuous Improvement Model	0
Implement Inclusion science classes for all grade levels.	Selected Science Teachers ESE Teacher Assistant Principal	8/20/2007	6/4/2008	Inclusion of SWD	0
Continue pull-out sessions with individual SPED students reinforcing teacher selected science benchmarks.	Selected Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide individual students after school tutorial on an as needed basis.	Selected Teachers	9/17/2007	5/8/2008	Continuous Improvement Model	0
Use interim assessments to review students' progression on the low performing benchmarks.	Science Teachers	11/12/2007	6/4/2008	Continuous Improvement Model	0
Use instructional software (Gizmos) to supplement teacher instruction.	Science Teachers	10/1/2007	6/4/2008	Continuous Improvement Model	0
Develop teacher lesson plans inter-relating all science content areas, pacing guidelines and benchmarks promoting students development of Science State Mastery Standards.	Principal Teachers	6/11/2007	6/15/2007	Continuous Improvement Model	1000

### Research-Based Programs

Glencoe  
Prentice Hall

### Professional Development

Curriculum Mapping  
CRISS Training  
Best Practices  
Community of Learners meetings  
Inclusion Workshops

### Evaluation

The objectives will be evaluated by Interim Assessments, Test and Quizzes, Class Participation, Classwork, Home Learning, Teacher Assessment, Labs/Hands-on activities and the 2008 FCAT Science Test.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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*

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

### **Parental Involvement Statement**

Parents, 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. Parents demonstrated an interest in volunteering at the school as demonstrated by 1250 hours in the 2006 - 2007 volunteer log. Arvida still needs an increase in participation of volunteers based on school enrollment and school needs (ie. parent patrol, security desk, PTSA store, etc.). Informational workshops for parents are needed at Arvida. More emphasis will be placed on reaching parents through the Parent Academy.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use ConnectED to inform parents of meetings, tutoring, and all other information in regards to the school and/or community (National PTSA Standard 1).	Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Conduct several workshops on the Parent Portal to increase parent participation on the portal. (National PTSA Standard III)	Technology Coordinator Parent Academy	9/11/2007	5/22/2008	Exchange Meaningful Information	0
Ensure parents are at the welcome/security table during the school day (National PTSA Standard IV).	Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Increase parent participation in the Parent Patrol as evidenced by the Parent Patrol roster (National PTSA Standard IV).	Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Implement Parent Academy classes at Arvida with topics that are of interest to our community (National PTSA Standard VI).	Assistant Principal Parent Academy	9/11/2007	5/22/2008	Exchange Meaningful Information	0
Have available the Parent Resource Center as evidenced by a volunteer log (National PTSA Standard VI).	Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Use the Arvida Web Page to inform parents of meetings, tutoring, and all other information in regards to the school and/or community (National PTSA Standard I).	Assistant Principal Technology Teacher	8/20/2007	6/4/2008	Exchange Meaningful Information	0

### Research-Based Programs

Rutgers Center for Family Involvement in Schools  
The National PTA Standards for Parent and Family Involvement Programs

### Professional Development

PTSA meetings/ workshops  
Parent Academy

### Evaluation

The objective will be evaluated as evidenced by the 2008 Volunteer Log sheet and Parent Academy Rosters.

## Discipline & Safety Goal

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

#### **Florida Education Priorities**

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 checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

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

### **Discipline & Safety Statement**

Instruction will be given on conflict resolution and anger management through counseling sessions, in order to decrease the Students with Disabilities outdoor suspensions.

### **Needs Assessment**

In 2006-2007 students demonstrated inappropriate behavior by creating discipline problems in the school as evidenced by the District's Outdoor Suspension Report from 2007 (COGNOS).

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Social Skills Training to at-risk students who are on the Student Assistance Profile.	Guidance Counselor Trust Counselor	9/10/2007	5/27/2008	Safe and High-quality Facilities	0
Provide Small Group Counseling Sessions to students who are referred for inappropriate behavior and/or are at risk of failing academically or socially.	Counselors	9/4/2007	6/4/2008	Safe and High-quality Facilities	0
Provide counseling sessions to small focus groups and conflict resolution skills through the Peer Mediation Club.	Trust Counselor	9/10/2007	6/4/2008	Student Wellness	0
Implement Character Education on a monthly basis through all curricular departments as evidenced by teacher lesson plans.	Assistant Principal Teachers Counselors	9/17/2007	6/4/2008	Student Wellness	0
Implement the transition course in 6th and 8th grade through Social Studies classes as evidenced by teacher lesson plans.	Social Studies Teachers Counselors	8/20/2007	6/4/2008	Student Wellness	0
Provide positive incentives to SPED on a quarterly basis to ensure that they reach their behavioral goal.	Teachers Principal Counselors Program Specialist	8/24/2007	5/30/2008	Student Wellness	0
Create a "re-entry" program for students who are suspended from school when returning to school.	Counselors	9/4/2007	5/30/2008	Safe and High-quality Facilities	0
Provide "alternative to suspension counseling" to students and parents as needed.	Counselors	10/10/2007	5/23/2008	Student Wellness	0

### Research-Based Programs

Bullying Conference  
Character Education  
Conflict Resolution Curriculum  
Anger management Curriculum  
Social Skills Curriculum  
SaferSanerSchools

### Professional Development

Training for trust counselor  
Training for guidance counselors  
Conflict prevention and peer mediation seminar

### Evaluation

The objective will be evaluated by comparing the 2006-2007 and 2007-2008 District Outdoor Suspension Report (COGNOS).



## Technology Goal

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

#### *Florida Education Priorities*

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"/>

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

### Technology Statement

All students will augment their use of technology in the computer labs.

### Needs Assessment

Students will enhance their knowledge on Words and Phrases, Comparisons and Reference and Research through class assigned projects in the computer lab. These areas address the lower performing content areas on the 2007 FCAT Reading test.

### 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 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for teachers conducted by the Technology Coordinator which will provide knowledge of the various software available for instruction.	Technology Coordinator Teachers	9/11/2007	6/4/2008	District-wide Literacy Plan	0
Infuse at least one Language Arts technology based lesson per grading period utilizing the computer lab.	Technology Coordinator Language Arts Teachers	9/10/2007	6/4/2008	District-wide Literacy Plan	0
Increase participation of the after school and Saturday school tutorial sessions for all Level 1 and Level 2 students using FCAT Explorer as evidenced by tutoring rosters.	Teachers Tutoring Facilitator	9/17/2007	5/8/2008	District-wide Literacy Plan	0
Utilize fully-equipped Computer Labs for integration of Words and Phrases, Comparisons and Reference and Research through class assigned projects in the computer lab.	Technology Coordinator Language Arts Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0

### Research-Based Programs

FCAT Explorer

### Professional Development

In-house inservice training

### Evaluation

The objective will be evaluated by comparing the 2007 FCAT Reading sub tests with the 2008 FCAT Reading sub tests.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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 checked="" type="checkbox"/>

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

### **Health & Physical Fitness Statement**

The students currently enrolled in physical education classes will be physically fit and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

### **Needs Assessment**

Based on the 2006-2007 FITNESSGRAM Test, 71% of the students enrolled in physical education classes received awards. The timed mile run was the most challenging test for students. More emphasis needs to be placed on this subtest.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by a 5% increase of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate daily stretching exercises.	Physical Education Teacher	8/20/2007	6/4/2008	Student Wellness	0
Participate in daily cardiovascular exercises.	Physical Education Teacher	8/20/2007	6/4/2008	Student Wellness	0
Incorporate weekly increase of running distances to increase cardiovascular endurance.	Physical Education Teacher	8/20/2007	6/4/2008	Student Wellness	0
Incorporate weekly timed lap to increase aerobic endurance.	Physical Education Teacher	8/20/2007	6/4/2008	Student Wellness	0
Increase daily participation in sports activities in physical education classes.	Physical Education Teacher	8/20/2007	6/4/2008	Student Wellness	0

### Research-Based Programs

Sunshine State Standards  
National Physical Education Standards  
Competency Based Curriculum  
FITNESSGRAM

### Professional Development

Physical Education Teacher Workshops  
Departmental/Best Practices Meetings  
Community of Learners Meetings

### Evaluation

Based on the 2007-2008 FITNESSGRAM Test, students enrolled in physical education classes will meet high standards.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

### **Electives & Special Areas Statement**

Increase students' participation in Advanced and Gifted courses.

### ***Needs Assessment***

Based on the emphasis placed by the Miami Dade County Public School System for an increase in Advanced, Honors and Gifted classes, Arvida will demonstrate such an increase in comparing the master schedule from 2006-2007 to 2007-2008.

### Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in Advanced, Honors and Gifted classes will increase by 5% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students based on data, FCAT scores, and teacher tests, who would achieve high standards in an Advanced, Honors or Gifted Class.	Assistant Principal Program Specialist	9/4/2007	6/4/2008	Secondary School Reform	0
Provide teachers with the Gifted Characteristic Checklist to determine possible placement of students into Advanced, Honors or Gifted classes.	Assistant Principal Teachers Program Specialist	8/20/2007	5/1/2008	Secondary School Reform	0
Conduct School Support Team meetings to place students in Advanced, Honors or Gifted classes.	Staffing Specialist School Psychologist	8/20/2007	5/1/2008	Secondary School Reform	0

### Research-Based Programs

not applicable

### Professional Development

Department Level Meetings  
Best Practices/Community of Learners Meetings

### Evaluation

Based on the 2007-2008 master schedule, students will be enrolled in more Advanced, Honor and Gifted classes as compared to the 2006-2007 master schedule.

### Return On Investment Goal

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

**Florida Education Priorities**

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

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

**Return On Investment Statement**

Arvida Middle will rank at or above the 94th 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 2004-2005, Arvida Middle School ranked in the 94th percentile on the State of Florida ROI index. Arvida will increase or maintain its percentile for the next publication of the ROI index.

### Measurable Objective

Arvida Middle School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/4/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/4/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/4/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/4/2008	Improve Public Perception	0
Seek federal, state and /or private grants.	Principal Assistant Principal Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

### Research-Based Programs

not applicable

### Professional Development

Meetings for the Principal on the above mentioned programs.

### Evaluation

On the next State of Florida ROI index publication, Arvida Middle School will show progress or maintain 94 percentile rank.



**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 that \$4034.10 be placed towards the purchase of Snapshot, a data software driven tool.  
 The EESAC approved the purchase of "Build Respect Stop Bullying", a software program, in the amount of \$2500.  
 The EESAC purchased various instructional materials based on the needs of the department. These purchases totaled \$9112.47

**Training:**

The EESAC agreed that all teachers use the data from Snapshot to drive instruction and identify the students who are in the lowest 25% of reading and math.  
 Counselors attended training for "Build Respect Stop Bullying". Safe Schools Specialist presented for staff and parents.

**Instructional Materials:**

Department heads gathered teacher requests for instructional needs and presented to EESAC in October 2006.

**Technology:**

None at this time.

**Staffing:**

None at this time.

**Student Support Services:**

The EESAC recommended that students continue to participate and provide feedback on their wants and needs at the EESAC meetings.

**Other Matters of Resource Allocation:**

None at this time.

**Benchmarking:**

The EESAC recommended that the Principal of Arvida offer feedback on the progress of the School Improvement Plan to the EESAC at each meeting held on the third Thursday of the month.



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

The EESAC recommended that many of the Arvida parents should participate with our Parent Patrol.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	9341.1
Mathematics	4033.85
Writing	1000
Science	1000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>15374.95</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*