



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: CAMPBELL DRIVE MIDDLE SCHOOL

District Name: Dade

Principal: Alicia Hidalgo

SAC Chair: David Biegen

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
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325 West Gaines Street
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**Cheri Pierson Yecke,
Chancellor**
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VISION/MISSION/BELIEF STATEMENTS

Vision

The faculty and staff at Campbell Drive Middle School are committed to developing each student's academic, social, physical, and emotional potential in a wholesome, supportive learning environment. Consequently, program initiatives have been carefully selected to address the needs of the diverse population. The ultimate goal is to create lifelong learners who can contribute to a multicultural and changing world. The objectives stated herein are designed for all students, including Limited English Proficient/English for Speakers of Other Languages and students with disabilities.

Mission

Campbell Drive Middle School, in an effort to create lifelong learners and contributors to a multicultural and changing world, endeavors to equitably develop each student's academic, social, physical and emotional potential in a wholesome, supportive and enriching learning environment.

SCHOOL PROFILE DEMOGRAPHICS

Campbell Drive Middle School (CDMS) is located at 900 NE 23 Ave in the Homestead, Florida City community. CDMS welcomed its first student in 1976 and since then has served the community in its educational needs and goals. The Homestead, Florida City community is composed of many low socioeconomic residents, but the community is growing and economic levels are rising. It is also a rural community with many migrant workers living in federally funded housing. Many of the families also live in low rent housing complexes supported by the Federal Section 8 Program. Approximately 91 percent of the student population is on free or reduced lunch; therefore, CDMS is a Title I school. Because of the relatively low income levels and low educational levels of much of the area's population, the students are in need of support to secure basic resources. There are many new housing developments in the community with a projected influx of people expected in the near future that will serve to revitalize the area.

Campbell Drive Middle School has 126 full-time employees and 29 part-time employees. The staff is composed of four administrators –one principal, three assistant principals and one administrative assistant, 52 classroom teachers, 21 Exceptional Student Education (ESE) teachers, an ESE Program Specialist, an Exceptional Education Behavior Management Teacher, two Reading Coaches, one Media Specialist, three Technology Specialists, a Technology Coordinantor, five student counselors, nine paraprofessionals, five clerical staff, six security monitors and eleven custodial workers. The instructional staff is comprised of 17.10 percent beginning teachers for a total of 25.0 percent new teachers joining the faculty for the 2005-2006 school year. Thirty-eight percent of the teachers have a master's degree, three percent have specialist degrees, and one percent has a doctoral degree.

CDMS has a student enrollment of approximately 1085 for the 2007-2008 school year; 356 sixth graders; 345 seventh graders; 384 eighth graders. The student population is 5 percent White; 41 percent Black; 52 percent Hispanic; 2 percent multiracial. The Special Education Program has a total student population of 328 or 30 percent, and the ESOL Program has a total student population of 103 or 9.5 percent. Student attendance is 92 percent. CDMS is part of the Homestead Senior High feeder pattern. CDMS enrolls students from approximately seven elementary schools.

SCHOOL MATCH

Campbell Drive Middle School will establish a school match relationship with Paul Bell W. Middle School located at 11800 NW 2nd Street, Miami, Florida. Campbell Drive Middle School had a 95% Minority Rate for the 06-07 school year and 83% of the population at the school was considered Economically Disadvantaged. Paul Bell W. Middle School had a 97%

Minority Rate for the 06-07 school year and 70% of the population was considered Economically Disadvantaged. Paul Bell W. Middle School has maintained an "A" or "B" since the 2001-2002 school year.

Campbell Drive Middle School will attempt to replicate some of the programs and methods utilized by Paul Bell W. Middle School in order to increase student achievement.

QUALITY STAFF

Highly Qualified Administrators

Alicia Hidalgo, Principal
 Bachelor of Arts in Sociology
 Masters in Education, Guidance and Counseling
 Educational Specialist, Guidance and Counseling
 Certification in Educational Leadership
 16 Years total experience with M-DCPS
 Seven years as a School Guidance Counselor at the Secondary Level: Miami Beach Senior High and John F. Kennedy Middle
 Nine years as an Assistant Principal at the Secondary Level: Jose Marti Middle, Hammocks Middle, South Dade Senior
 Appointed Principal at Campbell Drive Middle on September 14, 2005.
 Assistant Principal for Curriculum (APC) at HMS from February 1998 to August 2004. As APC I was directly responsible for overseeing all initiatives to increase student achievement. During this time, HMS was rated as an "A" school four times.
 Assistant Principal at SDHS from August 2004 to September 2005. In 2004 SDHS received a "D" rating, with 285 total points. After implementing various initiatives to increase student achievement, including an intensive "pull-out" tutoring program, our total points increased to 308. This increase brought the school to five points away from a "C" in 2005.

Mrs. LaRhonda Moss-Donaldson, Assistant Principal for Curriculum
 LaRhonda Donaldson holds a BS in Criminal Justice, an MS in Educational Leadership and is currently pursuing a Doctoral Degree in Child and Youth Studies with a specialist in Curriculum Development. Mrs. Donaldson served as a teacher for seven years and a Reading Tutor for one year prior to being promoted to Assistant Principal at Campbell Drive Middle School in August 2005. She is currently in her third year as an administrator.

While employed as a teacher, all of Mrs. Donaldson's experience has been with helping students achieve at schools identified as low performing and or inner city. As an instructor of third grade, Mrs. Donaldson has a 90 percent success rate of students who passed the FCAT.

Mrs. Donaldson has proven to be a team player and a leader by her peers. She has conducted staff developments on data analysis, reading strategies, and implemented various researched-based programs to raise the academic achievement level of low performing students. Mrs. Donaldson currently oversees the Literacy, Science, and Social Studies Departments.

Mrs. Selene E. Gomez, Assistant Principal, is currently in her third year as an administrator. Mrs. Gomez acquired her Bachelor of Science degree with Distinction in Specific Learning Disabilities and a Master of Science degree with honors in Educational Leadership. Mrs. Gomez was an Exceptional Student Education Teacher for seven years and an Exceptional Student Program Specialist for three years. In August 2005, she was promoted to an Assistant Principal position at Campbell Drive Middle School.

As an Exceptional Student Education teacher, Mrs. Gomez was a Team Leader and Swim Team Coach. She was the recipient of the 2000 Francisco J. Walker Teacher of the Year Award. During her service as a Program Specialist she provided support to the varying exceptionalities and autistic students as well as to parents in the school. In addition, she was the school support team coordinator. She organized and conducted meetings with parents, students, teachers, counselors, outside agencies and psychologists in order to create strategies for students with academic and/or

behavioral difficulties prior to referral for psychological testing. Ms.Gomez currently oversees the SPED Department.

Joseph Rubio, Assistant Principal

Recruitment/Retention of Highly Qualified Teachers

Teacher mentoring at CDMS is established through the Professional Assessment and Comprehensive Evaluation System (PACES) program. PACES trained mentors are assigned to each new teacher and make themselves available for modeling, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Guide for New Teachers" handbook which includes information about classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team Leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Campbell Drive Middle School will incorporate the 8-Step Continuous Improvement Model for School Reform. The model will involve an eight-step process that is a systematic process for marking improvements in services.

After analyzing our school data, all students performing at a Level 1 or 2 on the FCAT Reading Test, will be provided intensive reading instruction including fluency, comprehension, vocabulary, phonemic awareness and phonics.

Students scoring Level 3 or above on the FCAT will receive instruction to build fluency, comprehension, test-taking strategies, higher order questioning, extensive reference and research and writing lessons.

Instructional focus activities which highlighted specific benchmarks in reading and mathematics were developed into a calendar which was distributed to all instructional staff at the beginning of the school year. This practice allows students and teachers to be of one accord, constantly reinforcing the benchmarks and providing direct instruction.

Emphasis on targeted skills will be implemented school-wide on a weekly basis. Quarterly assessments will provide data for analysis of best practices and teaching methods.

Schools will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

Communication with Parents

Parental communication is ongoing and accomplished in different ways: paper communication sent home via the students; electronic communication including the school web site and the parental grade viewer available through the grade-book software program; and verbal communication which include teacher, counselor and administrative communications regarding individual student's academic and behavioral progress. Written communication with parents is sent in three languages, English, Spanish and Haitian-Creole. Campbell Drive Middle School also reaches parents through its Community Involvement Specialist.

Specifics:

Paper communications include, but are not limited to, quarterly report cards, quarterly progress reports, failure notifications, summer school notifications, team newsletters, open house notices, early release notifications, PTSA communications, student codes of conduct, and student led conferences.

Electronic communications include parental and student grade viewers available online for immediate grade status reports, student absence notification via an automated phone system, and increasingly, teacher communications via e-mail.

Verbal communications include teacher calls to the home regarding academic and behavioral achievement, student services calls to the home and administrative phone calls. Additionally, several avenues for family conferences are available and include academic team/parent/student conferences, counselor/family/student conferences, individual teacher/parent/student conferences, administrative conferences and the school- wide group open house.

State and District mandated communication regarding School Choice Options were sent home in May, June and August of this year.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

[Pre-School Transition](#)

[Teacher Mentoring](#)

Teacher mentoring at Campbell Drive Middle School is established through the PACES program. A Professional Growth Team is assigned to each new teacher and make themselves available for modeling, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Rookie Review" new teacher handbook which includes information about classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities

Students who are identified as Level 1 are targeted for tutoring. Campbell Drive Middle School offers the All-Stars Enrichment Program where students receive help with their homework and tutoring in Language Arts/Reading and Mathematics through a technology-based program called Classworks. Campbell Drive Middle School also offers a Saturday School Tutoring Program where students are helped in Language Arts/Reading and Mathematics in a small group setting using Miami-Dade Schools approved programs such as Riverdeep and FCAT Explorer. All students are identified, assessed and placed in these programs according to their individual needs.

CRP #9. Middle School

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

The leadership team at Campbell Drive Middle School recognizes that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provide opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on multiple intelligences, classroom management, cooperative learning, differentiated instruction and CRISS strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

In August, the faculty at CDMS will participate in a school wide data disaggregating activity as they review and analyze the 2007 FCAT demographic data results as well as school trends. As a part of our school improvement model and the Florida Continuous Improvement Model process (FCIM), subject/grade level teams will meet weekly to discuss data from benchmark mini assessments to determine student needs and instructional strategies. During the months of October, January and May, grade level teams will meet to discuss results from the district FCAT practice assessment and make changes to their instruction as needed to meet individual student needs.

Informal and Formal Assesments

Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

District Interim Assessment- August, October, January and May. (used to monitor progress)

FCIM Benchmark Mini Assessments- On-going throughout the year

Classroom Assessments- On-going throughout the year

FCAT Assessment- March

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Hands-on instructional activities

Peer tutoring

Cooperative Learning groups

One on one individual teacher instruction

Whole group instruction

Small group instruction

Saturday Tutoring

Extended Learning Day

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Different Innovative Approaches to Instruction

See Reading and Math SIP Goals

Responsibility of Teaching Reading for Every Teacher

See School Wide Improvement Model under CRP Related Items under Additional Requirements.

Quality Professional Development for Teachers and Leaders

Professional Development is offered for all faculty and staff through State, District, and School level. See separate Staff Development Plan for the 2007-2008 School Year.

Small Learning Communities (SLC)

CDMS effectively implements Small Learning Communities through the FCIM, Teacher Aide working with small groups of students in reading and math. Also see Staff Development Plan for 2007-2008 school year.

Intensive Intervention in Reading and Mathematics

Double block reading for all students scoring level 1 or 2 on the FCAT in reading including 90 minutes of Reading Plus and daily implementation of READ 180. CDMS provides extra instruction for lower performing math students using small group learning communities. FCAT Explorer and after school programs are also being utilized.

Course Choice Based on Student Goals / Interests / Talent

Students scores and interest survey, including course request, and IEP's are all reviewed before registration cards are printed and before staffing is completed.

Master Schedules Based on Student Needs

Campbell Drive Middle school uses data from FCAT, NRT, and Registration Cards when creating the Master Schedule to accommodate students according to their level of performance, with regard to remediation, acceleration, and course request.

Parental Access and Support

The parents at CDMS are encouraged to stay involved in their child(s) education. Through the school web site CDMS offers a monthly school calendar, CIM instructional calendar, and homework site containing a two week (past/current) view of homework. Strategies to improve parent and community support for our school is ongoing.

Applied and Integrated Courses

CDMS offers courses in Physical Education, Technology Education, Business Technology, and Family and Consumer Science. Sixth graders who choose to take applied course will take a Career Wheel Course covering each of the areas for nine weeks. In the seventh and eighth grade, the students will be allowed to choose a career path that will allow a smooth transition into Homestead High School or a Magnet School, hopefully resulting in the increase number of scholarship opportunities. CDMS hold a Career Day yearly.

Academic and Career Planning

All eighth grade students will participate in a " Preparing for College and Work " program. This program will take place two days during the months of September, October and November 2007.

GOALS

Goal:	Reading
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Needs Assessment According to the results of the 2007 FCAT Reading test, 73 percent of students in grades six through eight did meet State standards.

According to the results of the 2007 FCAT Reading test, students in grade six demonstrated a need for improvement in the area of Comparison. The mean points were lowest in this cluster, with 38 percent mastery.

According to the results of the 2007 FCAT Reading test, students in grade seven demonstrated a need for improvement in the area of Word/Phrases. The mean points were lowest in this cluster, with 43 percent mastery.

According to the results of the 2007 FCAT Reading test, 21 percent of all Black and 29 percent of Hispanic students in grades six through eight met state standards.

According to the results of the 2007 FCAT Reading test, 8 percent of all LEP students in grades six through eight met state standards.

According to the results of the 2007 FCAT Reading test, 8 percent of all SPED students in grades six through eight met state standards.

Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Reading Test.

For the English Language Learners subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Campbell Drive Middle School will increase on the 2007 FCAT Sunshine State Standards.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Strategies

Implement the Eight-Step Process of the Continuous Improvement Model comprised of the following—1. Test Score Disaggregation; 2. Time Line Development; 3. Instructional Focus; 4. Assessment; 5. Tutorials; 6. Enrichment; 7. Maintenance; and 8. Monitoring—into a Comprehensive

School Reform (CSR) plan—Project “STARS (Students and Teachers Achieving Real Success).”

Provide reading inservice sessions across the curriculum to enhance instruction for all FCAT Level 1 and 2 as well as the lowest 25 percent. TEC inservices as well as school inservices will be used to improve student achievement.

Use Academic Improvement Period and extended school year to reinforce reading strategies. Teachers will target FCAT Level 1 and 2 students as well as the lowest 25 percent. This period is based on a monthly theme with lesson plans and activities along with the S.S.S. and CBCs in order to improve student achievement.

Form pull-out groups for Reading Plus instruction which will focus on FCAT Level 1 and Level 2 students in order to improve student achievement.

Use homeroom period to apply reading strategies to a schoolwide novel in order to focus on FCAT Level 1 and 2 as well as lowest 30 percent. During this period teachers will receive lesson plans and activities together with bi-weekly benchmarks which will be the focus. Students will be assessed bi-weekly on benchmarks in order to determine achievement or to re-teach.

Utilize common planning time for collaboration and to analyze data from assessments in order to target students who are FCAT Level 1 and 2.

Provide Saturday school tutorials for FCAT Level 1 and 2 as well as the lowest 25 percent. Students will use Classworks for Language Arts/Reading as well as district writing prompts in order to improve student achievement.

Implement CRISS strategies in the classroom at all grade levels.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

For students reading below the fourth grade level (0.0-3.9), the Gates McGinnitie assessment will be used for screening, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE) will be used for diagnosing, and Reading Standards Quarterly Assessments, READ 180 assessments, and writing assessments will be used to monitor progress.

Research-based Programs

Scholastic Read 180; Scholastic Read XL; McDougal-Littell Language of Literature; Reading Plus.

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

CRISS Training for new teachers to improve the quality of their instruction as it relates to FCAT Level 1 and 2 as well as the lowest 25 percent.

Read 180 Workshop which will serve to train teachers to focus on FCAT Level 1 students and the lowest 25 percent.

Reading Plus Workshop which will serve to train teachers to focus on FCAT Level 3 and 4 students.

Differentiated Instruction and Cooperative Learning Groups in order to improve student achievement for all FCAT Level 1 and 2 students as well as the lowest 25 percent.

Edusoft Training will enable teachers to interpret data in order to identify student needs.

ESOL Strategies will facilitate instruction for all Level 1 ESOL students. Teachers will be able to identify student needs and help them to succeed with English as a Second Language.

Apple Technology Workshops: Teachers have received an Apple laptop computer that they use to do lesson plans, research, and provide tools for teacher and student production.

CIM training: Faculty will be trained in the implementation of the CIM program.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Principal

h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

i. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers. To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in

Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

4. Describe how performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of

reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

Highly Qualified Instructors	270515 Bordas, Monica English- Grade 7 Reading 206502 Garcia, Beichy Middle Grade English - Grade 7 Reading 195022 Gaure, Elvia Elementary Education - Grade 6 Reading 282072 Hempsey, Spring Middle Grade General Science- Grade 8 Reading 224559 Hunter, Eva Elementary Education- Grade 6 Reading
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280562 Leshner, Robin English- Grade 7 Reading
282546 Paz- Diaz Middle Grade English- Grade 8 Reading
283051 Russell, Pauline English- Grade 6 Reading
232416 Sennetti, Suzanne English - Grade 8 Reading
213318 Tate, Shalbrina Middle Grade English - Grade 8 Reading

These instructors are encouraged and offered the opportunity to complete any course work needed to satisfy certification requirements. In addition, professional development for these instructors is provided throughout the school year. Various trainings include CRISS, differenced instruction, cooperative learning and multiple intelligences. On going support is provided by Reading Coaches, administrative leaders, peer mentors and district curriculum support personnel.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Read 180, Interactive Reader, 6th, 7th and 8th grades, Soar To Success.	ESE Funds	0
Technology	FCAT Explorer, Assess to Learn, supplemental novels, site licences for Read XL, Edusoft training and software	School Improvement Zone Initiative	0
Professional Development	District Literacy Plan	School Improvement Zone Initiative	0
Other	1 Reading Leader 1 Reading Coach 1 Reading Teacher	Title I District Grant Title I	0
Total:			\$0.00

Goal:	Mathematics
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Needs Assessment According to the results of the 2007 FCAT Mathematics test, 77 percent of students in grades six through eight did meet State standards.

Results from the 2007 FCAT Mathematics test, indicate students in grade six demonstrated a need for improvement in the area of Measurement. The mean points were lowest in these strand, with 22 percent mastery in Measurement and 25 percent mastery in Algebraic Thinking.

Results from the 2007 FCAT Mathematics test, indicate students in grade seven demonstrated a need for improvement in the areas of Measurement and Geometry. The mean points were lowest in these strands, with 33 percent mastery in Measurement and 38 percent mastery in Geometry.

According to the 2007 FCAT Mathematics test, 22 percent of Black and 30 percent of Hispanic students in grades six through eight did meet State standards.

According to the results of the 2007 FCAT Mathematics test 17 percent of LEP students and 8 percent of SPED students in grades six through eight did meet State standards.

Objective Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Mathematics Test.

Strategies

As part of the Comprehensive School Reform Grant the school will

Implement the 8-Step Continuous Improvement Model.

Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.

Implement weekly, monthly, and quarterly assessments that are aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

Focus on the cluster of Measurement and instruct the remaining content strands of Geometry, Number Sense, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

Employ the coaching model to support the mathematics program by the math leaders and curriculum support specialists from the School Improvement Zone.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Mathematics Standards Quarterly Assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials.

Research-based Programs

The research-based instructional textbook materials used by the CDMS Mathematics Department are Glencoe, McGraw Hill.

Professional Development

Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level.

Teachers of Mathematics will be provided with training through the School Improvement Zone Initiative and through in-house training on early release days and at meetings.

Additionally, in-house training will continue for all teachers in their bi-weekly department meetings and will include ongoing curriculum map development, content area FCAT instruction strategies, technology in education and classroom management.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in

differentiated instruction. Training shall occur during grade level planning time.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

Provide professional development that will enable school-site administrators to support their school's mathematics plan.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Highly Qualified Instructors Mathematics
Information will be reported as follows: name, employee number, certification, and teaching assignment.

Grier, Tommy 271168 Business Education- Grade 7 Mathematics

Professional development for these instructors is provided throughout the school year. Various trainings include CRISS, differenced instruction, cooperative learning and multiple intelligences. On going support is provided by the department chairperson, mathematics coaches, administrative leaders, peer mentors and district curriculum support personnel.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	FCAT Explorer AlgePass software MathPass software	District	0
Technology	Mathematics Lab with 20 computers Plato credit recovery software	Title I District	20000
Professional Development	School Improvement Zone Initiative Training Curriculum Mapping sessions and training in FCAT Reinforcement		0
Other	Micro Technician	Title I	0
Total:			\$20,000.00

Goal:	Writing
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Needs Assessment According to the results of the 2007 FCAT Writing Plus Test, 84 percent of students in grade eight improved their writing performance by 1%. This is a 3 percent decrease compared to the 2006 Writing Plus test.

Objective Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 88 percent of the students achieving high standards on the 2008 administration of the FCAT Writing Plus Test.

Strategies Implement the Florida's Middle Grades Rigorous Reading Requirement.

Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.

Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts.

Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups.

Incorporate writing throughout all content areas including strategies specific to each subgroup.

Implement Independent Reading (SSR) as part of the district literacy plan

Implement CRISS Strategies.

Apply Bloom's Taxonomy to the curriculum planning process.

Implement the Florida Comprehensive Assessment Test Writing Plan.

Implement of Cooperative Learning Models in instruction.

Implement the School Improvement Zone Initiatives.

Evaluation Provide monthly assessments using District prompts to monitor students' progress.

Students will be pre-tested quarterly with the Florida DOE FCAT Writes Pre-test. The students will be fully evaluated with the results of the 2008 FCAT Writing test.

Research-based Programs Effective writing component of the Comprehensive Reading Plan (CRP)
The Research-based textbook series and materials used at CDMS are the Glencoe Literature for sixth, seventh and eighth grade.

Professional Development The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric.

School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days.

All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel.

On-going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning and early release days.

Language Arts and content area teachers will be provided with training through the School Improvement Zone Initiative and through in-house training on early release days and at meetings.

Additionally, in-house training will continue for all teachers in their bi-weekly department meetings and will include ongoing curriculum map development, content area FCAT instruction strategies, technology in education and classroom management.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Writer's Choice Program Pocket Dictionaries and Thesaurus	District Title I	0
Technology	Writing Assistance and Revision software	Title I	0
Professional Development	Rubric Scoring Training Curriculum Mapping School Improvement Zone Initiative Training	Title I School Improvement Zone	0
Other			0
Total:			\$0.00

Goal:	Science
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Needs Assessment As reflected from data, 86 percent of students in grade eight did not perform at or above grade level in Science as evidenced from the 2007 administration of the FCAT Science Test.

According to results from the 2007 FCAT Science test, students scored 29 percent correct in Physical/Chemical Science, 42 percent in Earth/Space Science, 38 percent in Life/Environmental Science and 42 percent in Scientific Thinking.

Objective Given instruction using Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 39 percent reaching the state required mastery level as documented by scores on the 2008 FCAT Science Test.

Strategies Implement continuous hands-on science activities to visualize science concepts in action.

Continue the use of CRISS Strategies.

Implement quarterly science projects or research papers applying the scientific method to science topics.

Implement other strategies as required by the School Improvement Zone Instructional Plan.

Administer quarterly assessments from the core science program.

Enhance student learning via the use of Riverdeep's Science Program.

Implement the District's Suggested Long Range Science Plans for middle school.

Evaluation

1. The results of the 2008 FCAT Science Test.
2. Administer quarterly assessments provided by the District.

Research-based Programs The research-based curriculum series is Glencoe, Mc Graw Hill.

Professional Development Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the middle school level. Science teachers will be provided with training through the School Improvement Zone Initiative and through in-house training on early release days and at meetings.

Additionally, in-house training will continue for all teachers in their bi-weekly

department meetings and will include ongoing curriculum map development, content area FCAT instruction strategies, technology in education and classroom management.

**Highly Qualified
Instructors**

Science

Information will be reported as follows: name, employee number, certification, and teaching assignment.

Wright, Archibald 282029 Middle Grade General Science - Grade 7 Science - Gifted

Professional development for these instructors is provided throughout the school year. Various trainings include CRISS, differenced instruction, cooperative learning and multiple intelligences. On going support is provided by the department chairperson, administrative leaders, peer mentors and district curriculum support personnel.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	School Improvement Zone Initiative Resources	School Improvement Zone	0
Technology	Science lab supplies T183 graphing calculators	Title I	0
Professional Development	School Improvement Zone Initiative Training	School Improvement Zone	0
Other			0
Total:			\$0.00

Goal:	Parental Involvement
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Needs Assessment Attendance logs from PTSA meetings, Title I functions, and parental workshops indicates that Campbell Drive Middle School has a low rate of parental or guardian involvement. Our 2007 School Open House drew less than twenty percent of our families.

Objective Given a schoolwide focus on parental involvement, parental participation will increase five percent as evidenced by attendance logs obtained during the 2007-2008 school year as compared to the 2006-2007 school year.

Strategies

1. Increase written communication in the form of quarterly team newsletters, school newsletters and teacher's classroom newsletters.
2. Increase media presence through periodic placements in the Miami Herald Neighbors section and the local Homestead newspaper.
3. Disseminate the following resources: National PTA Communicating with Home - Successful Programs, 100 Ways for Parents to be Involved in Their Child's Education.
4. Increase home-learning assignments with a parental involvement factor in those assignments.
5. Improve communication of meeting dates and times such as those for PTA and EESAC.
6. Participate in Parent Teacher Conferences mandated by the District.

Evaluation Monitor parental attendance using the Title I sign in logs.
National PTA Standards for Parent and Family Involvement Programs

Research-based Programs Resources provided by the U.S. Department of Education in support of the No Child Left Behind Act will be used. These web based resources include:

1. Involvement in My Child's Education
2. My Child's Academic Success
3. Servicios Educativos Suplementarios: Referencia Rápida para Padres

Professional Development All teachers will receive training on how to get items pertaining to their class activities placed in the local newspapers.

Various research papers on the effectiveness of parental and community

involvement will be shared with all administrators, faculty and staff.

In addition, the School Improvement Zone Initiative makes provisions for professional development in this area to be attended by personnel assigned as community contact leaders.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology	Computers for parent resource center Gradebook online parental viewer	Title I EESAC	5000
Professional Development	School Improvement Zone Initiative training in community contacts	Title I	0
Other	Affiliate Agreement with Concerned African Women	Grant	0
Total:			\$5,000.00

Goal: Advanced/Gifted

Needs Assessment

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development			0
Other			0
Total:			\$0.00

Goal:	Return on Investment
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Needs Assessment Compared to similiar schools, Campbell Drive Middle's percentile ranking is 10 and the percent of the highest ROI is 51%.

Objective Strategies

Evaluation

Objective Campbell Drive Middle ROI percentile ranking will increase by at least one percentile point.

Strategies

1. Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.
2. Identify lowest quartile students early and provide additional assistance.
3. Provide highly qualified teacher professional development and monitor its implementation.
4. Reallocate school resources to better implement teaching, learning and class size mandates.
5. Use purchased programs effectively and increase student's participation.

Evaluation The percentage of students with learning gains will be divided by the program cost per weighted FTE students at the school.

SCHOOL ADVISORY COUNCIL

Yes No The majority of the SAC members are not employed by the school. The 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.

Measures Being Taken to Comply with SAC Requirement

SAC Involvement

The advisory council at CDMS or the Educational Excellence School Advisory Council (EESAC) is a representative body that includes stakeholders from all areas. The group is made up of teachers, paraprofessionals, an administrator, parents, students and community members. The membership is chosen by their respective sub groups, and the membership demographics reflect the demographics of the school and community.

The EESAC meets monthly to address an agenda created with the input of all stakeholders who are notified of the meeting.

The EESAC and its sub-committees make recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety. Active sub-committees include technology, discipline, curriculum, special projects, school maintenance and safety.

The EESAC has used its allocated funds to support classroom projects and to purchase student incentives.

The EESAC is also the leading body in making recommendations for the SIP. The following information will explain how the EESAC has assisted in the preparation of the SIP relative to the following issues:

The EESAC recommended teachers be apprised of software available in the building and that efforts be made to integrate its use through in-services and class demonstrations.

The EESAC technology committee will organize TEC in-house workshops on technology use in the classroom. They also recommend the continued encouragement of teachers to pursue available grants for the purchase of additional technology.

The EESAC recommended specific staffing decisions, such as utilization of part-time personnel and hourly employees.

The EESAC recommends the enrichment of students through teaming, student clubs and extracurricular activities which enhance school spirit and provide a positive school environment.

Budget Information:

The CDMS ESSAC has an available budget balance of \$ 19,057.00 for the 2004-2005 school year. Appropriations are made at the direction of the voting members with input from all stakeholders at CDMS. The 2003-2004 allocations were as follows:

Enrichment Field Trips \$ 4,000.00
Classroom Project Supplies \$ 2,500.00
Media Center Books \$ 2,500.00
Educational Software \$ 3,000.00
Roll-over to current year \$ 3,500.00

The School Advisory Council also made the following training recommendations:

Technology training for all instructional staff.

Training in grant writing for all instructional staff.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Read 180, Interactive Reader, 6th, 7th and 8th grades, Soar To Success. Mathematics: FCAT Explorer AlgePass software MathPass software Writing: Writer's Choice Program Pocket Dictionaries and Thesaurus Science: School Improvement Zone Initiative Resources Parental Involvement: Advanced/Gifted:	Reading: ESE Funds Available: \$0.00 Mathematics: District Available: \$0.00 Writing: District Title I Available: \$0.00 Science: School Improvement Zone Available: \$0.00 Parental Involvement: Available: \$0.00 Advanced/Gifted: Available: \$0.00	\$0.00
Technology	Reading: FCAT Explorer, Assess to Learn, supplemental novels, site licences for Read XL, Edusoft training and software Mathematics: Mathematics Lab with 20 computers Plato credit recovery software Writing: Writing Assistance and Revision software Science: Science lab supplies T183 graphing calculators Parental Involvement: Computers for parent resource center Gradebook online parental viewer Advanced/Gifted:	Reading: School Improvement Zone Initiative Available: \$0.00 Mathematics: Title I District Available: \$20,000.00 Writing: Title I Available: \$0.00 Science: Title I Available: \$0.00 Parental Involvement: Title I EESAC Available: \$5,000.00 Advanced/Gifted: Available: \$0.00	\$25,000.00
Professional Development			\$0.00

	Reading: District Literacy Plan Mathematics: School Improvement Zone Initiative Training Curriculum Mapping sessions and training in FCAT Reinforcement Writing: Rubric Scoring Training Curriculum Mapping School Improvement Zone Initiative Training Science: School Improvement Zone Initiative Training Parental Involvement: School Improvement Zone Initiative training in community contacts Advanced/Gifted:	Reading: School Improvement Zone Initiative Available: \$0.00 Mathematics: Available: \$0.00 Writing: Title I School Improvement Zone Available: \$0.00 Science: School Improvement Zone Available: \$0.00 Parental Involvement: Title I Available: \$0.00 Advanced/Gifted: Available: \$0.00	
Other	Reading: 1 Reading Leader 1 Reading Coach 1 Reading Teacher Mathematics: Micro Technician Writing: Science: Parental Involvement: Affiliate Agreement with Concerned African Women Advanced/Gifted:	Reading: Title I District Grant Title I Available: \$0.00 Mathematics: Title I Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Grant Available: \$0.00 Advanced/Gifted: Available: \$0.00	\$0.00
		Total:	\$25,000.00

IMPLEMENTATION EVALUATION

Adequate Progress will be evidenced by improved student performance on those objectives predicated upon student performance and progress toward the objective for all other objectives enumerated or established by the Superintendent's School Improvement Zone Plan. At the school level, Quarterly Assessments, Writing, Science, Reading, and Mathematics Practice Tests, and core curriculum class test will be utilized in on-going monitoring and assessment of progress. In addition, the district will conduct a Mid-Year Review of adequate progress on the Objectives detailed in the School Improvement Plan.

Members

Signature

- 1) Alicia Hidalgo , Principal
- 2) David Biegen , SAC Chair
- 3) Dario Palmer , Teacher
- 4) Blanca Osuna , School Support Personnel
- 5) Daisy Trujillo , School Support Personnel
- 6) Anderson Robillard , Parent
- 7) John Sands , Teacher
- 8) Jacqueline Grogan , Union Steward
- 9) Maritza Rameriez , Parent
- 10) Donna Baggs , Teacher
- 11) LaKedra Douglass , Student
- 12) Angela Gayden , Teacher
