

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

George Washington Carver Middle School (6071)

Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Libia Gonzalez

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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### George Washington Carver Middle School

G. W. Carver Middle School is an international education magnet school located in Coconut Grove, Florida. The original school facility was constructed in 1951 as a senior high school and was later divided into an elementary and a middle school. The school's two international education magnets, International Education and International Studies, offer three language strands, French, German, and Spanish. Presently, the school has a total enrollment of 912 students. The International Studies students have a strong background in one of the three languages, whereas the International Education students are beginning language learners or have a minimal understanding of one of the three offered language strands. The curriculum for either magnet stresses world language instruction at the appropriate fluency level of the individual student and advanced level courses in all core disciplines. The principal, Ms. Libia Gonzalez, is in her eighth year as the instructional leader of G. W. Carver Middle School. For the past six years, the school has been rated an "A" by the State of Florida's A+ Plan for grading schools. During her tenure, Ms. Gonzalez has placed a strong emphasis on raising student achievement, improving business practices, and developing a strong professional learning community. The school's leadership team has implemented the Continuous Improvement Model to address student achievement goals. Following this model, student assessment results are disaggregated and analyzed on a school-wide basis by department chairpersons and administration. Furthermore, teachers meet by department to disaggregate and analyze student assessment results by class and align instructional practice. Teachers meet weekly, planning short and long-range lessons based on current assessment results. As needs are identified, plans are developed and implemented to address discrepancies brought forth by assessment data. Results from these plans are subsequently analyzed, and the cyclical process of "planning, checking, doing, and acting" is again visited. This is the second year of an in-house, professional development course on brain research which has become a central focus point for raising student achievement. This follows a curriculum mapping project that was started four years ago, where teachers planned within and across disciplines to reinforce concepts and revisit essential skills. Year one of the professional development course "Teaching with the Brain in Mind" was designed by a mentor teacher, after becoming thoroughly familiar with the school's curricula, achievement data, faculty, staff, and administration. The course offered in 2006 helped the faculty become knowledgeable in how the brain works. Through this year's course, "Creating a Brain Friendly School", the faculty will apply that knowledge to make teaching more effective and efficient. A cadre of teacher trainers who participated in a week long institute on brain friendly instruction this summer will assist in leading the school's professional development by modeling newly acquired best practices and implementing brain friendly practices school-wide. This staff development is intended as a framework of support for innovative and interactive teaching and learning. The primary text is Marcia L. Tate's "Shouting Won't Grow Dendrites". Faculty and staff members have rated the school the highest in Measurement, Analysis, and Knowledge Management on the District's May 2007 Organizational Performance Improvement Survey (OPIS). The category earned an average score of 4.5 on a five-point scale. This high score is reflective of the ongoing process of analyzing student data and using the data as a driving force in determining future instruction on a school-wide basis. Furthermore, the school's in-house professional development project on brain research is being implemented during the 2007-2008 school year based on student needs and strengths to ensure increased high academic performance.

Given instruction based on Sunshine State Standards, students will increase their reading skills as evidenced by ninety-six percent of students scoring at or above the State mastery level on the March 2008 FCAT Reading Test.

Given instruction based on Sunshine State Standards, students will maintain or increase their mathematics skills as evidenced by ninety-eight percent of students scoring at or above the State mastery level on the March 2008 FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade eight will maintain their writing skills as evidenced by ninety-nine percent of students scoring at or above the State mastery level on the March 2008 FCAT Writing+ Test.

Given instruction based on Sunshine State Standards, students in grade eight will improve their science skills as evidenced by eighty-nine percent of students scoring Level 3 or higher on the March 2008 FCAT Science Test.

Given the school's parental involvement plan, ten or more parent meetings will be offered for the 2007-2008 school year, to increase participation by three percent, as evidenced by fifty-five percent of parents attending one or more workshops or meetings.

Given the implementation of the school's safety and discipline plan and the District's Character Education Program, students will participate in a minimum of two activities for each of the nine core character values during the 2007-2008 school year.

Given the implementation of the school's technology plan, all students will demonstrate technological skills by completing two technology-related projects in a foreign language course during the 2007-2008 school year.

Given implementation of the FITNESSGRAM program, eighty-three percent of students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in March 2008.

Given student interest, the quality of their club participation will be increased as evidenced by student designed club activities, student generated agendas, minutes of meetings, and attendance rosters for each club meeting for the 2007-2008 school year.



# School Improvement Plan 2007-2008



Given continuation of present expenditure per pupil ratio, the percentage of struggling students making a year's worth of progress in reading and mathematics will remain the same or will be increased as evidenced by scores on the March 2008 FCAT Test.

The category rated lowest on the District's May 2007 Organizational Performance Improvement Survey (OPIS) was Strategic Planning with an average score of 4.1. on a five-point scale. The survey results will drive plans to build stronger communication and sharing practices addressing item 2a (As it plans for the future, my work location asks for my ideas). For the 2007-2008 school year, the principal will increase opportunities for stakeholders to provide input regarding school plans and goals through Educational Excellence School Advisory Council (EESAC), Curriculum Council and faculty meetings. Another category that rated among the lowest on the May 2007 OPIS survey was Business Results with an average score of 4.3 on a five point scale. The survey results will drive plans to build stronger communication and sharing practices addressing item 7c (I know how my work location is doing financially). For the 2007-2008 school year, the principal will provide information to stakeholders regarding the school's finances. The strategies outlined by this plan will be implemented during the 2007–2008 school year. As needed, they will be modified and adjusted based on formative assessment data and continued input from all stakeholders.



# 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.

## 6071 - GEORGE WASHINGTON CARVER MIDDLE SCHOOL

### VISION

Reflecting the needs of Miami-Dade County's diverse community, George Washington Carver Middle School, Center for International Education, will prepare all students to be multilingual and multi-literate.

All stakeholders of the school will implement technological innovations to enhance the strong multilingual academic program, thus ensuring each student success in the competitive environment of the 21st Century. The school will provide a rigorous, diverse curriculum that meets world-class standards for a multicultural world.

### MISSION

To provide Miami-Dade County's multicultural and multilingual population with an advanced educational program, George Washington Carver Middle School will follow state benchmarks and meet the academic standards of France, Germany, and Spain. The school will offer a curriculum to prepare students to meet the future needs of major industries, international trade, finance, and tourism.

### CORE VALUES



# School Improvement Plan 2007-2008



## 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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G.W. Carver Middle School houses two magnet programs, International Studies and International Education. Within each of the two magnet programs, three language strands are offered, French, German, and Spanish. Reciprocating processes have been outlined, and understandings have been reached with the governments of France, Germany, and Spain in terms of curriculum and instruction. Beyond these programs, the school is built upon the middle school teaming philosophy. Presently there are two sixth, two seventh, and two eighth grade teams. These teams function as a platform through which interdisciplinary units and common assessments are designed and reviewed. In addition to teams, specific content-based departments assure consistency of instruction and teaching for all students. The community that is served by the school encompasses students from the entire District. The student population is international, with many students coming from the Caribbean, Europe, and Latin America.

The ethnic/racial makeup of the school's student population is twenty-six percent White, Non-Hispanic, fifty-six percent Hispanic, ten percent Black, five percent Multicultural, and the remaining two percent are Asian, including Indian. Students enrolled in English for Speakers of Other Languages make up three percent of the student population, while twenty-five percent of the student body receives free or reduced lunch. The school's Special Education population consists of twenty-seven percent of students qualifying for the Gifted program and four students receiving consultative services from an itinerant teacher. The student mobility rate is five, and the annual 2006-2007 student attendance rate was ninety-eight percent. Discipline infractions for the 2006 - 2007 school year consisted of nineteen Group I violations, twelve Group II violations, seven Group III violations, zero Group IV violations, zero Group V violations, and zero Group VI violations. Every member of the instructional staff is certified. Student-to-teacher ratios are at or below the State of Florida's requirements.

The faculty of sixty-seven professionals is comprised of eleven males and fifty-six females. Of the sixty-seven faculty members, one has a Doctoral degree, three have Specialist's degrees, thirty-six have Master's degrees, and eighteen are National Board Certified Teachers (NBCT). There are no beginning teachers on the staff. The ethnic composition of the faculty members is as follows: twenty-five White, Non-Hispanic, thirty-four Hispanics, seven Blacks, and one Other. Overall, twenty-five faculty members have at least ten years of experience in teaching for Miami-Dade County Public Schools, and twelve of the faculty members have been at G. W. Carver Middle School for over ten years. Percent of instructional staff attendance was ninety-five percent.

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## ***School Foundation***

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### **Leadership:**

According to the District's May 2007 Organizational Performance Self Assessment Survey, the school's leadership earned an overall high rating of 4.3 on a five-point scale. The strongest section in the area of Leadership was the knowledge of the organization's mission, (item 1a) reflected in a 4.6 item score. The weakest section was item 1g (My work location asks me what I think.) reflected in a 3.8 score. The survey reflected that staff members knew the school's mission and values and were guided by these when fulfilling professional responsibilities. Staff rated the working environment as very supportive and positive. The principal in conjunction with EESAC and the Curriculum Council will use consensus management to improve student achievement.

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

According to the District's May 2007 Organizational Performance Self Assessment Survey, the staff rated the school's strategic planning a 4.1 on a five-point scale. Sections 2b and 2c earned a high score of 4.2, indicating that stakeholders knew the organization's plans, how the plans affected their work, and if they were making progress towards the group's plan. The weakest section was item 2a, with a score of 3.9, reflecting stakeholders' perception regarding their input on future plans. Overall the survey reflected that the school's staff worked collaboratively and cooperatively at meeting the school's goals and objectives. Individual members were aware how their contributions affected the final product. The principal, in conjunction with EESAC and the Curriculum Council, will optimize opportunities for faculty and staff input regarding future plans.

### **Stakeholder Engagement:**

According to the District's May 2007 Organizational Performance Self Assessment Survey, a 4.4 rating on a five-point scale reflected that the staff knew who their customers were, and knew what the customer needs and wants were. The strongest section in the area of Customer and Market Focus was 3a, indicating that faculty and staff members knew who their customers were, reflected in a 4.6 item score. The weakest sections were items 3d and 3e, faculty and staff members inquiring whether their customers were satisfied with their work and if they were permitted to make decisions to solve problems for customers, reflected in 4.2 scores. Although items 3d and 3e earned the lower scores in this category, the scores were high scores. The staff responses showed that employees were empowered to solve problems for their customers.

### **Faculty & Staff:**

According to the District's May 2007 Organizational Performance Self Assessment Survey, the faculty and staff rated the school a 4.3 on a five-point scale in the Human Resource Focus section. The strongest section in the area of Human Resource Focus was the perception of having a safe workplace (5e), reflected in a 4.5 item score. The weakest sections were items 5a, being able to make a change to improve one's work and 5d, being recognized for one's work, reflected in a 4.2 score. Overall, the survey reflected that faculty and staff felt that they cooperate and work as a team. Individuals perceived that they were recognized for their work and were encouraged to seek advancement in their career.

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

According to the District's May 2007 Organizational Performance Self Assessment Survey, the faculty and staff rated the school a 4.5 on a five-point scale in the Measurement, Analysis, and Knowledge Management section. The strongest sections in the area of Measurement, Analysis, and Knowledge Management were 4a, knowing how to measure the quality of one's work, and 4b, faculty's and staff's knowledge in analyzing the quality of their work, reflected in a 4.6 item score. The weakest section was item 4f, receiving information on how the work location is doing, reflected in a 4.3 score. Faculty and staff have been intricately involved in the use and sharing of student assessment and achievement data. The teachers have developed regular quarterly assessments to complement District assessments to measure student progress towards mastery of the Sunshine State Standards and grade level expectations. Once the data is disaggregated and reviewed, faculty members review teacher plans and student work to ensure alignment of activities to expected outcomes and make necessary instructional changes based on these analyses.

### **Education Design:**

The District's May 2007 Organizational Performance Self Assessment Survey indicates that faculty and staff rated Measurement, Analysis, and Knowledge Management as the highest category with an average score of 4.5 out of 5.0. The lowest category was Strategic Planning, with an average score of 4.1 of 5.0. The scores on the District's May 2007 Organizational Performance Self Assessment Survey reflected that the educational design at this school was highly effective in producing a high quality and satisfying work environment.



# School Improvement Plan 2007-2008



## **Performance Results:**

The faculty and staff rated the school high in all categories of the District's May 2007 Organizational Performance Self Assessment Survey, with no average category scores lower than 4.1 out of 5.0. The weakest item score in the survey was 7c, with a score of 3.7, reflecting stakeholders' perception regarding their knowledge of the financial business of the organization. Overall, the survey indicated that faculty and staff perceived their working environment as highly successful, mirroring the students' high FCAT scores. Due to the school's unique magnet programs, advanced foreign language instruction, and academic rigor, the student population remains constant throughout the school year with few students withdrawing or entering during the school year. High parent involvement, a proactive faculty, and veteran staff have been instrumental in maintaining a safe learning environment. As recorded in the Miami-Dade County Public School's Student Case Management System, the school had a very low number of referrals due to discipline related infractions. Discipline infractions for the 2006 - 2007 school year consisted of nineteen Group I violations, twelve Group II violations, seven Group III violations, zero Group IV violations, zero Group V violations, and zero Group VI violations. This positive outcome was also reflected in the school's 2007 climate survey where ninety-nine percent of parents rated the school as safe and secure.





# 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 :**

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

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

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

Different Innovative Approaches to Instruction: Addressed in the Executive Summary.

Responsibility of Teaching Reading for Every Teacher: Addressed in Reading Strategies Section.

Quality Professional Development for Teachers and Leaders: Addressed in Executive Summary.

Small Learning Communities: The school has the following Small Learning Communities: Brain Friendly Teacher Trainer Cadre, Literacy Team, Grade Level Teams, Departments, and Curriculum Council.

Intensive Intervention in Reading and Mathematics. Addressed in Reading Strategies and Mathematics Strategies Sections.

Course Choice Based on Student Needs: Choice classes offered are physical education, art, Speech and Debate, Creative Writing, Journalism, chorus, band, orchestra, safety-net foreign language classes, biology class, geometry class, intensive reading, and intensive mathematics.

Parental Access and Support. Addressed in Parental Involvement Goal.

Applied and Integrated Courses: All courses.

Academic and Career Planning: Delivered by career specialist through social studies classes.

## 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 checked="" 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 achieve high levels in reading and be well prepared for an advanced curriculum at the high school level.

### **Needs Assessment**

Ninety-four percent of students met high standards in reading on the 2007 FCAT Reading Test and sixty-nine percent made learning gains. Eighty-three percent of lowest quartile made learning gains. The analysis of student performance on the 2007 FCAT Reading Test indicated that the weakest content clusters were in Reference and Research for grade six (seventy-one percent) and grade eight (sixty-nine percent). The decline in this cluster was four percent in grade six and eleven percent in grade eight. Achievement patterns in grade seven remained consistently high in all clusters with the lowest score being eighty-six percent. The mean scale score increased by seven points in grade seven. Four percent of students in grades six and seven scored at a Level 1 or 2. The mean scale score declined by three points in grades six and eight. Eleven percent of students in grade eight scored below the State mastery level. The strongest content cluster in grade six was Main Idea and Main Purpose (eighty-five percent). The strongest content cluster in grade seven was Comparisons (eighty-nine percent). The strongest content clusters in grade eight were Comparisons and Words and Phrases (eighty-six percent). Based on these results, stakeholders agree that stronger student achievement patterns are essential.

### **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 Sunshine State Standards, students will increase their reading skills as evidenced by ninety-six percent of students scoring at or above the State mastery level on the March 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement timed readings with FCAT style responses in social studies, gifted, music, journalism, speech and debate, art, and physical education classes.	Principal Asst. Principal L.A. Dept. Chair S.S. Dept. Chair Elective Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Provide advanced language arts curriculum infusing Advanced Placement reading and analytical strategies to all students.	Principal Asst. Principal L. A. Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Enroll Level 1 and Level 2 students who did not meet the State requirement on the 2007 FCAT Reading Test last year into intensive reading classes.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Share reading strategies, resources, test taking tips and best practices school-wide through Literacy Team on an ongoing basis.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Chronologically align instruction to District focus calendar so that all tested State standards are taught prior to FCAT administration in order to improve all students' performance on tested strands.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	08-31-2007	District-wide Literacy Plan	0
Track and chart students' reading progress in grades six through eight through language arts classes.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Provide tutoring four days a week during the school day to students identified as encountering academic difficulties in language arts. Use end of marking period grades to determine if student should be added or removed from tutoring program.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Include lengthy informational texts in the Reading classes so that students are able to develop reading stamina.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Provide access to technology programs such as TeenBiz3000 for English Language Learners (ELL) to facilitate English language acquisition and develop reading skills.	Principal Asst. Principal L.A. Dept. Chair ESOL Teacher	08-20-2007	06-05-2008	District-wide Literacy Plan	0

### Research-Based Programs

The school's language arts program is driven by the Prentice Hall grammar, writing, and literature language arts series, as well as a literature-based curriculum utilizing high quality literary works. The Intensive Reading classes utilize Read XL, The Sourcebook, and a variety of other informational texts.

### Professional Development

In order to promote instructional change, professional development activities have been structured to provide collaborative feedback processes, wherein new instructional methods are evaluated by teachers after implementation through an in-house Literacy Team. Additional professional development opportunities include Project CRISS training, Reading Across the Curriculum, District workshops, and a yearlong, in-house brain research course.

### Evaluation

Scores on the FCAT Reading Test administered in March 2008 will provide the basis for the Reading objective. Intermediate progress tests will consist of District Reading Interim Assessments and in-house assessments to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans, administrative classroom walk-throughs, and PACES observations.

## 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 checked="" 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"/>

### **Mathematics Statement**

All students will achieve high levels in mathematics and be well prepared for an advanced curriculum at the high school level.

### **Needs Assessment**

Ninety-eight percent of students met high standards in mathematics on the 2007 FCAT Mathematics Test and eighty-five percent made learning gains. Ninety-two percent of the lowest quartile made learning gains. The analysis of student performance on the 2007 FCAT Mathematics Test indicated that the weakest content clusters were in Number Sense and Measurement (sixty-seven percent) in grade six, a decrease of nine percent from the previous year. The weakest content cluster in grade seven was Geometry (seventy-five percent), a decline of thirteen percent from the previous year. The weakest cluster in grade eight was also Geometry (sixty-seven percent), an increase of nine percent from the previous FCAT administration. In grade six, one percent of the students achieved a Level 1 and five percent achieved a Level 2. In grade seven, one percent of the students achieved a Level 1 and three percent achieved a Level 2. In grade eight, zero percent of the students achieved a Level 1 and one percent achieved a Level 2. The strongest content cluster in grade six was Geometry (eighty-nine percent), which is an eleven percent increase from the previous year. The strongest content cluster in grade seven was Number Sense and Data Analysis (eighty-nine percent); Data Analysis had an eleven percent increase from the previous year. The strongest cluster in grade eight was Number Sense and Measurement (eighty-three percent); Measurement increased by sixteen percent from the previous year. Based on these results of the 2007 FCAT Mathematics Test, stakeholders agree that stronger student achievement patterns are essential.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



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 Sunshine State Standards, students will maintain or increase their mathematics skills as evidenced by ninety-eight percent of students scoring at or above the State mastery level on the March 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide advanced mathematics curriculum for all students.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Incorporate technology into instruction to reinforce the State benchmarks.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Enroll students who did not meet the State requirements on the 2007 FCAT Mathematics Test in an additional mathematics class and/or tutoring. FCAT mathematics tutoring will take place four times per week and FCAT simulation software will be used to monitor student progress.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	Secondary School Reform	0
Provide ELL students enrolled in, or exited within the two year monitoring period, English For Speakers of Other Languages (ESOL) early morning mathematics tutoring three days per week. Evaluation of tutoring for ELL population will consist of students' reflective logs and academic grades earned in their mathematics class.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Provide mathematics tutoring for students in grade eight three mornings per week. Students' academic progress in their mathematics class will be used to evaluate the efficacy of this tutorial program.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Chronologically align instruction to District benchmark calendar so that all tested State standards are taught prior to FCAT administration in order to improve all students' performance on tested strands.	Principal Asst. Principal Math Dept. Chair	08-20-2007	08-31-2007	Secondary School Reform	0
Implement on-going writing activities to increase students' proficiency in extended response type questions.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Provide tutoring four times per week during the school day to students identified as encountering academic difficulties in mathematics. Use end of marking period grades to determine if a student should be added or removed from tutoring program.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Track and chart students' progress on FCAT tested mathematics benchmarks in grades six through eight through mathematics arts classes.	Principal Asst. Principal Math Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0

### Research-Based Programs

The Glencoe McGraw Hill Mathematics series is utilized in the mathematics classes.

### Professional Development

An in-house mathematics workshop will be provided for all mathematics teachers during professional service time using strategies for small classes. Additional professional development opportunities include PROJECT CRISS training, District workshops, and a yearlong, in-house brain research course.

### Evaluation

Scores on the FCAT Mathematics Test administered in March 2008 will be analyzed to evaluate this objective. District Mathematics Interim Assessments and in-house assessments will be administered to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

## 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 checked="" 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"/>

### **Writing Statement**

All students will achieve high levels in writing and be well prepared for an advanced curriculum at the high school level.

### **Needs Assessment**

Ninety-nine percent of students met high standards in writing on the 2007 FCAT Writing+ Test. However, only six percent of the students in grade eight scored Level 6, which is a one percentage point decrease from the previous year. The mean score decreased from 4.8 to 4.6. Based on these results stakeholders agree that stronger student achievement patterns are essential.

### **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 Sunshine State Standards, students in grade eight will maintain their writing skills as evidenced by ninety-nine percent of students scoring at or above the State mastery level on the March 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide advanced writing curriculum for all students infusing Advanced Placement writing and analytical strategies.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Emphasize FCAT type writing activities throughout the year in the speech and debate, journalism, gifted, foreign language, social studies, and elective classes.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Instruct students on how FCAT writing essays are scored by exposing them to the FCAT Writing rubric resulting in teacher, self, and peer assessments of student work samples.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	10-31-2007	District-wide Literacy Plan	0
Implement writing using technology through the Humanities and Communication classes offered through the French, German, and Spanish departments.	Principal Asst. Principal Technology Teacher Spa. Dept. Chair French Dept. Chair Ger. Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Implement the Word Crafting document which distributes the teaching of various grammar components over sixth, seventh, and eighth grade.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Provide writing tutorial for selected students in grade eight during homeroom time four times per week. Students' scores on the District Writing Assessments will be used to evaluate progress.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	Secondary School Reform	0
Publicize an exclusive Perfect 6 club with a pinning ceremony—Sensational Sixers.	Principal Asst. Principal L.A. Dept. Chair	08-20-2007	06-05-2008	District-wide Literacy Plan	0
Track and chart students' progress in writing in grades six through eight through language arts classes.	Principal Asst. Principal Language Arts Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0

### Research-Based Programs

The Prentice Hall grammar, writing, and literature language arts series is utilized in language arts classes.

### Professional Development

Conduct in-service on FCAT writing across the curriculum with FCAT type prompts for all new faculty members. Additionally, professional development opportunities include in-house Literacy Team workshops, District workshops, and a yearlong, in-house, brain research course.

### Evaluation

Scores on the FCAT Writing+ Test administered in February 2008 will be analyzed to evaluate this objective. District Interim Assessments and in-house assessments will be administered to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

### 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 checked="" 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"/>

**Science Statement**

All students will achieve high levels in science and be well prepared for an advanced curriculum at the high school level.

**Needs Assessment**

Based on the results of the 2007 FCAT Science test, eighty-seven percent of grade eight students scored Level 3 or higher, which was a seven percent increase from the 2006 assessment. The analysis of student performance on the 2007 FCAT Science Test indicated that the weakest content cluster was Physical and Chemical (sixty-four percent), which was a decrease of nine percentage points from the previous year. The strongest content cluster was in Earth and Space (eighty-three percent), which was a six percent increase from the previous year. Stakeholders agree that stronger student achievement patterns are essential.

### Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will improve their science skills as evidenced by eighty-nine percent of students scoring Level 3 or higher on the March 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide advanced science curriculum for all students.	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Practice designing and identifying the necessary components which make up an experimental design using the "Students and Research, Practical Strategies for Science Classrooms and Competitions" by Cothron.	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Secondary School Reform	0
Explore school-to-career pathways in science classes.	Principal Asst. Principal Science Dept. Chair Career Specialist	08-20-2007	06-05-2008	Secondary School Reform	0
Provide tutoring during the school day four times per week to students identified as encountering academic difficulties in science. Use end of marking period grades to determine if student should be added to or removed from tutoring program.	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Begin science classes in grade eight with a science FCAT warm-up problem on a weekly basis with an emphasis on physical and chemical science questions and most frequently tested benchmarks.	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Conduct bi-weekly investigations, which focus on various aspects of the experimental design model in grades six through eight.	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Secondary School Reform	0
Provide pre-identified students in grade eight FCAT science activities during homeroom time four times per week. Student progress will be monitored using the computer program at <a href="http://www.glencoe.com">www.glencoe.com</a> .	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Include performance-task questions on all tests in grades six through eight.	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Secondary School Reform	0
Track and chart students' progress in science on FCAT tested science benchmarks in grades six through eight through sciences classes.	Principal Asst. Principal Science Dept. Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0

### Research-Based Programs

The Glencoe McGraw-Hill, Prentice Hall, Holt, Reinhart science series are used in science classes.

### Professional Development

Science teachers will participate in Dream in Green, an environmental action program, to increase knowledge regarding the interaction of living and non-living environments. Additional professional development opportunities include Project CRISS training, District workshops, and a yearlong, in-house, brain research course.

### Evaluation

Scores on the FCAT Science Test administered in March 2008 will be analyzed to evaluate this objective. District Interim Assessments and in-house assessments will be administered to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

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

### **Parental Involvement Statement**

All parents should be highly involved in their child's education through school-parent collaboration and volunteer activities to foster academic achievement.

### **Needs Assessment**

Ninety-six percent of parents agree that the school's overall climate is positive and helps their child learn according to the 2006-2007 School Climate Survey, which is a six percent increase from the previous year. Parents have requested workshops on study skills and the opportunity to be integrally involved in home/school connections. Records indicate that for the 2006-2007 school year, fifty-two percent of parents enrolled in parent academy courses and attended one or more workshops or meetings. Therefore, it is essential that parent workshops continue throughout the school year covering a variety of topics.

### Measurable Objective

Given the school's parental involvement plan, ten or more parent meetings will be offered for the 2007-2008 school year, to increase participation by three percent, as evidenced by fifty-five percent of parents attending one or more workshops or meetings.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct two parent orientation meetings for incoming sixth grade students.	Principal Asst. Principals Lead Teacher	04-8-2008	04-30-2008	Secondary School Reform	0
Conduct two Parent Resource Fairs where parents may gather essential information to start the new school year.	Principal Asst. Principals Lead Teacher	08-15-2007	09-28-2008	Secondary School Reform	0
Maintain a Parent Resource Center in the Attendance Office.	Principal Asst. Principals Lead Teacher	08-20-2007	06-31-2008	Secondary School Reform	0
Conduct two parent workshops on science projects so parents may better understand and assist their child with this process.	Principal Asst. Principals Science Dept. Chair	09-01-2007	04-30-2008	Secondary School Reform	0
Conduct parent workshops on topics such as FCAT Writing skills, FCAT Mathematics skills, organizational and study skills, and reading strategies so that parents gain understanding and can support their child in the educational and testing process.	Principal Asst. Principals L.A. Dept. Chair Student Ser. Dept. Chair Mathematics Dept. Chair	08-20-2007	01-31-2008	Continuous Improvement Model	0

### Research-Based Programs

National Standards for Parent/Family Involvement Programs and the school's Parent, Teacher, and Student Association (PTSA) will be utilized.

### Professional Development

Organize and conduct a variety of workshops/parent meetings based on the needs and interests of the school's families. Encourage parents to enroll in the District's Parent Academy courses. Raise awareness within the faculty and staff of the school's commitment to customer service through in-house training sessions.

### Evaluation

This objective will be evaluated by keeping records in the form of flyers, invitations, sign-in sheets, and agendas of each workshop/parent meeting offered throughout the year.

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

### **Discipline & Safety Statement**

All students will comply with the M-DCPS Student Code of Conduct in order to promote and maintain a safe learning environment. Additionally, students will participate in on-going activities that focus on the nine core values of the District's Character Education Program.

### **Needs Assessment**

An informal survey demonstrated that seventy percent of the faculty expressed a need for the implementation of the District's Character Education Program. The District's Character Education Program in conjunction with the M-DCPS Student Code of Conduct will be essential in promoting academic excellence amongst the students for the 2007-2008 school year.

### Measurable Objective

Given the implementation of the school's safety and discipline plan and the District's Character Education Program, students will participate in a minimum of two activities for each of the nine core character values during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Address issues of teasing and bullying through counseling sessions during each homeroom.	Principal Asst. Principal Asst. Principal Student Services Chair	08-20-2007	06-05-2008	Safe and High-quality Facilities	0
Provide and review the G. W. Carver Middle School Parent and Student Handbook/Agenda that outlines school conduct expectations with each student.	Principal Asst. Principal	08-20-2007	08-31-2007	Safe and High-quality Facilities	0
Incorporate the nine core values of the Character Education Program across the curriculum.	Principal Asst. Principal Dept. Chair	08-20-2007	06-05-2008	Safe and High-quality Facilities	0
Provide and review, with each student, the MDCPS Student Code of Conduct.	Principal Asst. Principal	08-20-2007	09-28-2007	Safe and High-quality Facilities	0
Conduct opening of school orientation meetings with parents and students addressing student behavior standards and expectations.	Principal Asst. Principal Lead Teacher	08-20-2007	09-07-2007	Safe and High-quality Facilities	0

### Research-Based Programs

Not applicable.

### Professional Development

Organize and provide necessary in-service related to promoting and maintaining a safe learning environment and the District's Character Education Program.

### Evaluation

The evaluation component will be a review of student work. Students will have a minimum of two work samples related to each of the nine core values of the Character Education Program for the 2007-2008 school year.

## 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 master necessary technological skills to ensure future success.

### Needs Assessment

Current research indicates that application of technology has a positive impact on student achievement, motivation, and technological skills. Results from an informal in-house survey demonstrated a need for additional student generated technology-related projects.



### Measurable Objective

Given the implementation of the school's technology plan, all students will demonstrate technological skills by completing two technology-related projects in a foreign language course during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students access to troubleshoot common hardware and software problems.	Principal Asst. Principal Technology Teacher Technology Specialist	08-20-2007	06-05-2008	Education Innovation	0
Provide students access to online keyboarding tutorial.	Principal Asst. Principal Technology Teacher	08-20-2007	06-05-2008	Other/ Not Applicable	0
Assign students to research information related to content areas using the Internet.	Principal Asst. Principal Technology Teacher	08-20-2007	06-05-2008	Education Innovation	0
Assign students to create a spreadsheet to perform automatic calculations and to create graphs.	Principal Asst. Principal Technology Teacher	08-20-2007	06-05-2008	Education Innovation	0
Assign students to create a multimedia presentation infusing text, audio, and graphics.	Principal Asst. Principal Technology Teacher	08-20-2007	06-05-2008	Education Innovation	0
Assign students to create a word processing document, which includes a table, in a content area.	Principal Asst. Principal Technology Teacher	08-20-2007	06-05-2008	Education Innovation	0

### Research-Based Programs

National Education Technology Standards (NETS)

### Professional Development

Organize and conduct a variety of trainings based on the needs of students, faculty, and staff. Additionally, familiarize teachers and students with the Atomic Learning website providing students, teachers, and parents continuous access to online technology tutorials.

### Evaluation

This objective will be evaluated by student projects, as demonstrated by students completing two technology-related projects, in a content area course, during the 2007-2008 school year. Additionally, implementation of strategies will be monitored through lesson plans and classroom observations.

## 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 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"/>

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

Students will develop an appropriate level of health as it relates to physical fitness.

### ***Needs Assessment***

The FITNESSGRAM results for the 2006-2007 school year indicate that eighty-one percent of students tested were award winners. Current research indicates that involvement in a physical fitness program has a positive impact on student achievement.

### Measurable Objective

Given implementation of the FITNESSGRAM program, eighty-three percent of students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in March 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create class fitness plans.	Principal Asst. Principal Physical Education Teachers	08-20-2007	09-28-2007	Healthcare & Healthy Choices	0
Implement stretching routine.	Principal Asst. Principal Physical Education Teachers	08-20-2007	06-05-2008	Student Wellness	0
Implement strength training routine.	Principal Asst. Principal Physical Education Teachers	08-20-2007	06-05-2008	Student Wellness	0
Implement muscular endurance routine.	Principal Asst. Principal Physical Education Teachers	08-20-2007	06-05-2008	Student Wellness	0
Implement cardiovascular exercise routine.	Principal Asst. Principal Physical Education Teachers	08-20-2007	06-05-2008	Student Wellness	0

### Research-Based Programs

Not applicable.

### Professional Development

Review District information on FITNESSGRAM program.

### Evaluation

Eighty-three percent of students enrolled in Physical Education will demonstrate passing scores on FITNESSGRAM assessment in March 2008.

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

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

Students will have richer school club experience.

### ***Needs Assessment***

During the 2006-2007 school year, student clubs were primarily teacher-facilitated organizations. For the 2007-2008 school year, students will increase their engagement in the club of their choice. Students will have the opportunity to spend up to two hours a month in their club.

### Measurable Objective

Given student interest, the quality of their club participation will be increased as evidenced by student designed club activities, student generated agendas, minutes of meetings, and attendance rosters for each club meeting for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote club participation through advertisement.	Principal Lead Teacher Resource Teacher	08-20-2007	09-28-2007	Academic Enrichment Opportunities	0
Identify club sponsors based on staff interest.	Principal Lead Teacher	08-20-2007	09-04-2007	Academic Enrichment Opportunities	0
Compile student interest survey results.	Principal Asst. Principals Lead Teacher	09-4-2007	09-28-2007	Academic Enrichment Opportunities	0
Conduct club fairs.	Principal Asst. Principals Resource Teacher	09-4-2007	09-28-2007	Academic Enrichment Opportunities	0
Schedule club meetings for Fridays.	Principal Asst. Principals Resource Teacher	09-04-2007	05-30-2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Not applicable.

### Professional Development

Training will be provided for all club sponsors related to club sponsor responsibilities.

### Evaluation

The evaluation component will consist of sign-in sheets, agendas, and club minutes.

## 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 checked="" 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**

School will demonstrate efforts to improve student performance in a fiscally efficient manner.

### ***Needs Assessment***

The school has been rated an "A" by the State of Florida for the past six years. Eighty-three percent of struggling students made a year's worth of progress in reading and ninety-two percent of struggling students made a year's worth of progress in mathematics. The 2004-2005 Return on Investment data indicated a percentile rank of forty-five. Percent of the highest return on investment value was sixty-five percent. This school was in the upper third of all middle schools in the State on percent of students making learning gains and on money spent per student. However, needs have been established based on data provided by the State related to expenditure per pupil.

### Measurable Objective

Given continuation of present expenditure per pupil ratio, the percentage of struggling students making a year's worth of progress in reading and mathematics will remain the same or will be increased as evidenced by scores on the March 2008 FCAT Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Prepare annual budget expenditures.	Principal	08-20-2007	06-05-2008	Business Process Redesign	0
Reduce class size for targeted populations.	Principal Asst. Principal	08-09-2007	09-04-2007	Business Process Redesign	0
Hire hourly personnel for supplemental classes.	Principal	08-01-2007	09-04-2007	Business Process Redesign	0
Provide professional development and coaching for faculty based on student needs.	Principal Asst. Principal	08-20-2007	06-05-2008	Continuous Improvement Model	0
Provide supplementary materials for remediation.	Principal Asst. Principals Lead Teacher	08-20-2007	09-28-2007	Business Process Redesign	0

### Research-Based Programs

Not applicable.

### Professional Development

Provide opportunities for faculty and staff to understand the school budgeting process.

### Evaluation

Learning gains by struggling students on the FCAT Reading and Mathematics Tests administered in March 2008 will evaluate this objective.

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

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

**Other Statement**

**Needs Assessment**





# School Improvement Plan 2007-2008



## Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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### Research-Based Programs

### Professional Development

### Evaluation

**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 approved that this year's funds would be expended on instructional technology.

**Training:**

The EESAC recommended that the staff development plan be continued.

**Instructional Materials:**

The EESAC approved the budget for the purchase of instructional technology.

**Technology:**

The EESAC approved the budget to allow for the purchase of instructional technology.

**Staffing:**

The EESAC was invited to provide names as staffing needs arose.

**Student Support Services:**

The EESAC recommended that Student Services continue to provide services as needed.

**Other Matters of Resource Allocation:**

The EESAC reviewed and commented on resource allocation relative to teaching materials.

**Benchmarking:**

The EESAC reviewed and commented on the assessment results.

**School Safety & Discipline:**

The EESAC reviewed and commented on the school safety and discipline plan.

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***Budget Summary***

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



# 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*