

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Centennial Middle School (6081)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Yamila Carballo

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Centennial Middle School (CMS) is dedicated to providing a quality education and learning experiences to its student population of approximately 969 students. The 2007-2008 School Improvement Plan is a compilation of goals, objectives, and strategies designed to maximize student achievement in the areas of Reading, Mathematics, Writing, Science, Parental Involvement, Discipline and Safety, Technology, Health and Physical Fitness, Electives and Special Areas, and Return on Investment. This process has developed as we evaluate the impact of the instructional strategies and research-based programs on student achievement. The process will involve internal and external stakeholders in the planning, implementation, and evaluation of instructional strategies to monitor student achievement.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Hispanic students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of economically disadvantaged students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Students with disabilities meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of economically disadvantaged students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of SWD students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by two percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

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

Given the implementation of the Centennial Middle School Progressive Discipline Plan, the number of indoor and outdoor suspensions will be reduced as evidenced by a decrease of five percent on the 2007-2008 Student Case Management System Report as compared to the 2006-2007 Student Case Management System Report.

Given a school-wide focus on technology, the percentage of teachers, as reported by the Florida Innovates School Survey, using technology will improve from the 25-49 percent range to the 50-74 percent range.

Given instruction using the National Standards for Physical education students in grades sixth through eight will increase their physical fitness by a 3 percent increase on the percentage receiving Physical Fitness awards from 46 percent to 49 percent.

Given current data based on the 2007/2008 elective enrollment, 48 percent of students in grades six through eight will enroll in elective courses as compared to the 2006/2007 Elective enrollment of 47 percent.



School Improvement Plan 2007-2008



Centennial Middle School's Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

One hundred percent of the faculty and staff completed the Organizational Performance Improvement Snapshot Survey which included the following areas: Leadership; Customer and Market Focus; Measurement, Analysis, and Knowledge Management; Human Resource Focus; Process Management; Business Results, and Strategic Planning. Three areas that received the lowest scores and will be the focus for internal stakeholders are: Strategic Planning, Process Management, and Human Resource Focus. During the 2007-2008 school year, there will be additional interdisciplinary team and departmental meetings. The administrative team will continue to encourage faculty and staff to participate in professional development opportunities where instructional strategies and resources will be available. In addition, school site sponsored professional development will be conducted where teachers will be able to develop interdisciplinary grants and apply for additional funding for resources. The Educational Excellence School Advisory Council (EESAC) will encourage teachers to submit proposals for funding of instructional and curricular materials. In accomplishing the goals and objectives in the 2007-2008 School Improvement Plan, Centennial Middle will strive to improve and monitor the success and accomplishments of its students, faculty and staff.



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.

6081 - CENTENNIAL MIDDLE SCHOOL

VISION

Centennial Middle School strives to be a safe, nurturing, supportive learning community where each student understands the importance of and achieves literacy. We are dedicated to engaging students and creating learners who will contribute positively to society. Centennial embodies the belief that through high standards and expectations, all students can learn and achieve mastery.

MISSION

Centennial Middle School will achieve educational excellence by developing each student academically, socially, and personally through high levels of learning, communication, technological, interpersonal, and critical thinking skills.

CORE VALUES

Excellence – We will set high standards and strive for excellence.

Integrity – We will build positive relationships through honesty, respect and compassion.

Equity – We will provide a positive environment where all students can learn.

Citizenship – We will model strong character values and provide opportunities for students to become better citizens.

School Demographics

Centennial Middle School is a three-year middle school serving sixth, seventh, and eighth grade students from a multiethnic, multicultural community. Centennial Middle School received a grade of "C" on the 2007 FCAT. The school is currently a Facilitating Academic Success Together (FAST) school. Prior to the 2006 FCAT Administration, the school maintained a "C" grade since the 2000-2001 FCAT Administration. Centennial is a School Targeting Excellence in Literacy Learning and Reading (STELLAR). Under the No Child Left Behind Act, the school has not met annual yearly progress (AYP). The school was established in 1976 and has undergone many changes, especially after Hurricane Andrew in 1992. The extensive damage from the storm forced many families to relocate. Over the past few years, there has been an increase in the number of homes built in our community which is projected to raise the school's enrollment by 300 students within the next five years. Beginning with the 2006-2007 school year, Centennial Middle opened the new three-story modular installed for 770 student stations.

Student Demographics

Centennial Middle School currently serves approximately 969 students. The ethnic/racial composition of the student population for 2007-2008 is 38.5 percent Black, 47.4 percent Hispanic, 10.7 percent White, and 3.4 percent Other. Centennial Middle School is a Title I school. Twenty one percent of the student population has been identified as Students with Disabilities, and nine percent are English Language Learners. A total of 297 students scored at FCAT Level 1, and 264 scored at FCAT Level 2 in reading. In mathematics, 361 scored at Level 1 and 232 scored at Level 2. The average student attendance was 94.97 percent during the 2006-2007 school year.

School Foundation

Leadership:

Based on the M-DCPS Accountability System-wide Performance Survey, Centennial Middle School's faculty and staff average score was 4.1, indicating that the leadership frequently sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school. The lowest score of 3.7 referred to whether the "organization asks me what I think" in setting goals and the highest score of 4.3 reflects that the school faculty and staff knew the organization's mission.

District Strategic Planning Alignment:

According to the M-DCPS Accountability System-Wide Performance Survey, the average score of 4.1 indicates that the faculty and staff frequently address the level of satisfaction of its customers. The lowest score of 3.7 referred to whether the "organization asks for my ideas" and the highest score of 3.9 reflects that the school faculty and staff knows, "how to tell if we are making progress on my work's groups part of the plan."

Stakeholder Engagement:

Centennial Middle School's faculty and staff average score was 3.8, indicating that employees are sometimes involved in analyzing the goals and objectives of the school and their involvement in the development of school goals. The highest score of 4.4 reflects that the school faculty and staff know, "who [the] most important customers are." This data was obtained from the M-DCPS Accountability System-Wide Performance Survey.

Faculty & Staff:

As analyzed from the M-DCPS Accountability System-Wide Performance Survey, Centennial faculty and staff average score was 4.0, indicating that employees are frequently made part of a team in the overall function of the school. The highest score of 4.2 was shared between two questions reflecting that the school faculty and staff frequently felt, "[they] can make changes that will improve my work" and "people I work with cooperate and work as a team."

Data/Information/Knowledge Management:

Based on the M-DCPS Accountability System-Wide Performance Survey, Centennial faculty and staff average score was 3.8, indicating that employees are sometimes involved in analyzing the goals and objectives of the school and their involvement in the development of school goals. The lowest score of 3.9 referred to whether the faculty and staff, "ask [the] customers if they are satisfied or dissatisfied with my work." The highest score of 4.4 reflects that the school faculty and staff know, "who [the] most important customers are."

Education Design:



School Improvement Plan

2007-2008



According to the M-DCPS Accountability System-Wide Performance Survey, Centennial Middle School had several programs that characterized the school. Twenty-one percent of the student population falls within the No Child Left Behind Act subgroup, Student With Disabilities, SWD. This group includes the following exceptionalities: learning disabilities, emotional behavior disorder, and physically impaired. Centennial Middle School offers gifted courses in grades six and seven in the mathematics, language arts, science, social studies, and gifted resource. In addition, advanced and selected high school honors courses are offered in mathematics, language arts, science, social studies, and elective courses. Centennial Middle hosts activities where students are able to showcase their abilities, ie, band and dance performances, as well as art exhibitions at community partnerships. The school offers several specialized programs. These include a Special Education (SPED) Program for Students with Disabilities. A total of 296 students who are serviced within the learning disabled, emotional behavior disorder, and physically impaired settings are in this category. The school also has an English Language Learner program which services 55 students. A total of 50 students are serviced through the gifted program. The school also offers high school credit classes in algebra, earth and space science, and biology. Advanced level classes are also offered and an early bird band elective will be piloted for the 2007-2008 school year.

Centennial Middle School currently has seven teachers who service students in the Varying Exceptionalities setting. Eight teachers are part of the , which has a part-time clinician through the Bertha Abess program. Physically Impaired students are serviced through one teacher and two paraprofessionals; an Adaptive Physical Education teacher also assists students in this area. The program for the Emotionally Handicapped currently has three teachers and four paraprofessionals who assist students on a daily basis. This program also receives the services of a Behavior Management teacher and a specialized counselor. The Limited English Proficient students are serviced through one teacher and one Home Language Assistant paraprofessional. Students in the gifted program are assisted by two teachers who hold Gifted endorsement.

Centennial Middle School has been selected to implement the new Highways to Success initiative that will bring a class of fifth grade students into the middle school setting and will offer them individualized corrective instruction.

Performance Results:

Referring to the 2007 Suspension Report, Centennial Middle will decrease their indoor and outdoor suspension rate of all students using the CMS Progressive Discipline Plan. In 2006-2007 the total number of indoor suspensions were 103 incidents. In 2006-07 the total number of outdoor suspensions were 248 incidents. Parent/teacher/student conferences will increase as indicated by the M-DCPS Discipline Report. The average attendance rate for the 2006-2007 school year was 94.42 percent. Centennial Middle School is implementing an attendance incentive/reward program to increase the attendance average by one percent during the 2007-2008 school year. Evening and afternoon parent conferences will be conducted throughout the year to address behavior expectations

Schools Graded 'C' or Below

Professional Development:

A professional development calendar will be established with ongoing inservices to include differentiated instruction, data analysis, Edusoft, Examview Learning Series, Reading Plus, Soar to Success, Project CRISS, best practices of literacy instruction in the content areas, Gradebook, and Gizmos

Disaggregated Data :

Through the use of Student Performance Indicators (SPI) and Edusoft reports, grade level teams will collaborate on instructional practices to meet mastery on the tested benchmarks. Individual teachers will analyze class data from bi-weekly benchmark assessments to determine intervention strategies and enrichment activities for their students. The Centennial Middle School Leadership team will analyze the Reading and Mathematics District Interim Assessment data to determine the instructional focus for each quarter. Areas of weakness within subgroups will be identified. Collaborative teams by department and grade level will meet twice weekly to analyze data and group students based on their performance of the assessments.

Informal and Formal Assessments:

The 2007-2008 FCAT Reading, Mathematics, Science and Writing + assessment results will be analyzed by grade level teams as a baseline to form instructional groups in the individual classroom. During the first week of school, all students will be administered the Gates-MacGinitie Reading test to establish reading levels for all students. Bi-weekly benchmark assessments will be given in each of the core subject areas to monitor progress on the tested benchmarks and District Interim assessments will be administered for Reading, Mathematics, and Science to measure and insure student progress and achievement.

Alternative Instructional Delivery Methods :

All teachers will identify their students' instructional needs based on learning profile, readiness level, and interest level and provide differentiated instruction through content, process and or the product. Professional development through the Reading Coaches will be provided on differentiated instruction strategies such as Compacting, Independent Projects, Interest Centers/Groups, Tiered Assignments, Flexible grouping, Learning Centers, Varying Questions and student contracts. CRISS and cooperative learning strategies will also be utilized.

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 type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning



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Different Innovative Approaches to Instruction

Teachers will attend and participate in professional development session on ways to differentiate instruction, cooperative learning techniques, multiple intelligences learning, and literacy center implementation. Professional Development on best practices will be conducted during one faculty meeting each month.

Responsibility of Teaching Reading for Every Teacher

Teachers will participate in reciprocal teaching daily with homeroom students. Each week students will read a passage and use reciprocal strategies to comprehend what they have read. They will begin with direct modeling from the teacher and move toward independent intrinsic mastery of the reciprocal strategies.

Quality Professional Development for Teachers and Leaders

A professional development calendar has been created and all teachers will meet twice weekly for lesson plan alignment and collaboration. Teachers and administrators will attend ongoing CIM sessions throughout the year to refine and monitor the implementation of the CIM.

Small Learning Communities (SLC)

Through the implementation and monitoring of the team and grade level meetings each week, all teachers will have opportunities to align, collaborate, analyze data, and drive their instruction within these small learning communities.

Intensive Intervention in Reading and Mathematics

All Reading Level 1 and 2 students have been scheduled into Intensive Reading classes and will be provided with differentiated instruction, cooperative learning techniques, research-based materials and small group instruction. Students scoring within the lowest 25 percent in mathematics are provided with intensive mathematics instruction. Students will be provided with direct, small group and one-on-one instruction to master basic skills and help reach grade level proficiency.

Course Choice Based on Student Goals / Interests / Talent

Students are provided with a variety of electives to meet their interests and goals.

Master Schedules Based on Student Needs

Students are scheduled into courses based on teacher recommendation, FCAT achievement level, ability, and student interest.

Parental Access and Support

Parents have access to Gradebook, Teacher and Administrator E-mail via web page and through parent conferences.

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

Reading Statement

To provide high quality reading instruction using differentiated instruction, technology, and alignment with district and state standards for all students.

Needs Assessment

Analysis of the 2007 FCAT Reading Test data reveal that 61 percent of students in grades six through eight are still reading below grade level. Specifically, the majority of Level 1 students in grades six through eight are reading at least two years below grade level and require additional intensive reading instruction in the areas of Words/Phrases and Reference/Research content clusters. Specifically, 30 percent of Black students in grades six through eight scored at or above grade level in Reading, up from 24 percent in 2006. Forty-one percent of Hispanic students scored at or above grade level in Reading, down from 45 percent in 2006. Overall, the greatest need of intervention in grades six through eight is in the area of applying Reference/Research skills. Data collected during the 2006-2007 school year indicates that additional staff needs to complete CRISS training and Reading Endorsement courses to develop learning strategies which maximize student achievement in the area of reading. In addition, the District Comprehensive Researched-Based Reading Plan and school-wide literacy plan needs 100 percent of the staff and student participation to ensure achievement in all Content Categories. According to the 2007 Adequate Yearly Progress report:

1. All subgroups did not meet AYP targets. Hispanic and Black subgroups did not meet reading proficiency.
2. 67 percent of the lowest 25 percent made learning gains in reading.
3. 56 percent of students made learning gains in reading.
4. The percentage of students on track to be proficient in reading is 40 percent.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

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Given instruction based on the Sunshine State Standards, the number of Students with disabilities meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in all subgroups not meeting AYP and scoring at Level 1 or 2 on the 2007 FCAT Reading Test and schedule into appropriate Intensive Reading courses. Classroom teachers will provide data driven instruction through Read XL, Bridges to Literature, Soar to Success, Reading Advantage, Reading Plus, CRISS strategies and differentiated instruction.	Principal, Assistant Principal of Curriculum, Reading Coaches, Curriculum Specialist	8/20/2007	6/01/2008	Other/ Not Applicable	0
Enroll students scoring Level 4 and higher in advanced, honors, gifted, and or high school credit classes to challenge, maintain, and or increase performance level. Teachers will utilize the Continuous Improvement Model to provide data driven instruction.	Principal, Assistant Principal of Curriculum, Reading Coaches, Classroom Teachers	8/20/2007	6/01/2008	Other/ Not Applicable	0
Model the use of lessons by the reading coaches for implementation across each grade level. The coaches will model the use of English Language Learner strategies for LEP students, as well as lessons in the classrooms, using the coaching model of planning, debriefing, co-teaching, and followup. Additionally, the reading coaches will ensure that the all reading teachers follow the curriculum maps aligned with core classes.	Reading Coaches	10/1/2007	6/01/2007	Other/ Not Applicable	0
Utilize collaborative planning time on Tuesdays, Wednesdays and Thursdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best practices.	Reading Teachers, Language Arts Teachers, Reading Coaches, Math Teachers, Science Teachers, Social Studies Teachers, Elective Teachers	8/20/2007	6/01/2008	Other/ Not Applicable	100
Utilize classroom strategies such as, peer grouping, Teacher Read-Aloud, Directed Thinking, Listening, and Reading, and provide visual clues as a means of improving comprehension and raise student achievement to improve content clusters Reference/Research and Words/Phrases. Classroom teachers will utilize the Scholastic Read XL Text and differentiated instruction as a means of delivering data driven instruction.	Reading Teachers, Language Arts Teachers, Reading Coaches, Social Studies Teachers, Science Teachers, Math Teachers, Elective Teachers	8/20/07	6/01/08	Other/ Not Applicable	100
Implement a recognition program to improve the attendance rate of all SWD students identified in the NCLB requirements. Classroom teachers will utilize the Read 180 program to facilitate data driven instruction as well as the state adopted grade level texts, Houghton Mifflin Timeless Voices, Timeless Themes.	Administrators, Attendance Clerk, Counselors	8/20/2007	6/01/2008	Other/ Not Applicable	1000

Implement a Saturday tutorial program to address the reading deficiencies of students identified as the lowest 25 percent and monitor progress through interim reports, the CIM, and report cards.	Assistant Principal of Curriculum	10/1/2007	02/10/2008	Other/ Not Applicable	1000
Implement the components of the intensive reading class which are aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components should be completed each day and may be adjusted for time and scheduling. Centennial Middle will ensure that composition of the Intensive Reading Class and the Intensive Reading Plus class includes Students With Disabilities (SWD) and students without disabilities, both of whom meet the stated criteria.	Assistant Principal of Curriculum, Reading Teachers, Reading Coaches	8/20/2007	6/01/2008	Other/ Not Applicable	100
Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the principal, assistant principal for curriculum and instruction, reading coaches and department chairpersons. The school-wide improvement model used by the data team is CIM, which includes; Step 1: Test Score Disaggregation, Step 2: Timeline Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the team to effectively disaggregate data from the District's Interim assessments, school-wide bi-weekly assessments, and various classroom assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring	Principal, Assistant Principal of Curriculum, Reading Coaches, Curriculum Specialist	8/20/2007	6/1/2008	District-wide Literacy Plan	
Implement Curriculum Maps with instructional focus calendars (that are aligned to the Competency Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in reading for students in grades 6-8.	Reading Teachers, Language Arts Teachers, Reading Coaches, Science Teachers, Math Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	
Implement Project CRISS strategies in the content areas to support students with effective reading strategies as they interact with grade-level text. All previously CRISS-trained teachers will receive refresher training during the school year. All teachers new to Centennial Middle or not previously trained in the use of CRISS strategies will be trained.	Reading Teachers, Language Arts Teachers, Reading Coaches, Social Studies Teachers, Science Teachers, Math Teachers, Elective Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	
Integrate authentic literature into the reading program to include classroom libraries and leveled text: a) Intensive Reading classes will participate in daily independent reading practice which will be monitored by the teacher; b) the reading program will include authentic literature through the use of classroom libraries composed of a variety of fiction and nonfiction titles representing a variety of cultures and genres; c) utilize the levels provided by Accelerated Reader to assist teachers in selecting appropriate text to include in a classroom library.	Reading Coaches, Language Arts Teachers, reading Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	

<p>Utilize assessment data to prioritize support for students through the provision of an intensive reading class. Students who scored Achievement Level 1 are enrolled in Intensive Reading. Students identified as being deficient in decoding skills are enrolled in Intensive Reading Plus. The intent of the intensive reading class is to assist the students to overcome their deficits, monitor student progress, and adjust intervention services. Miami-Dade County Public Schools' Comprehensive Reading Plan outlines an Intensive Reading class for grades 6-8. The course is 55 minutes in length. The primary method of instruction is READ XL. Each 55 minute block will include 25 minutes of whole class instruction, followed by three 20 minute rotations including; 1) teacher led instruction in a smaller instructional setting using Soar to Success, 2) computer-based learning using Reading Plus software, and 3) independent reading using audio tapes for support. The final ten minutes will be used for whole group wrap-up and student reflections on learning growth. The Scholastic Read XL, a grade level text, will be used during whole group instruction. Supplemental instruction will be provided through Reading Plus and FCAT Explorer. This program uses age appropriate non-fiction and fiction, increasingly demanding text, and scaffolding instruction targeted to the needs of individual learners.</p>	<p>Principal, Assistant Principal of Curriculum, Reading Coaches, Curriculum Specialist</p>	<p>8/20/2007</p>	<p>6/1/2008</p>	<p>Other/ Not Applicable</p>	
<p>Provide extended learning opportunities through literacy tutorials for students scoring Achievement Levels 1 & 2, specifically students identified as the Lowest 25%, LEP, and SWD. FCAT Explorer, Accelerated Reader, Class works and other supplementary materials will be used. Tutoring sessions are offered before school, after school, and during the Saturday FCAT Prep sessions.</p>	<p>Assistant Pricpal of Curriculum</p>	<p>8/20/2007</p>	<p>6/1/2008</p>	<p>Other/ Not Applicable</p>	
<p>Create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum. Reading Coaches, assigned to each grade level, will model lessons in the classrooms to demonstrate the infusion of reading with the content areas. In addition, content area teachers will incorporate independent reading time in their classes according to the school-wide reading plan developed at Centennial Middle.</p>	<p>Reading Coaches, all content area teachers</p>	<p>8/20/2007</p>	<p>6/1/2008</p>	<p>Other/ Not Applicable</p>	
<p>Provide comprehension and vocabulary instruction reinforced through the content areas for all students in Achievement Levels 1-5 utilizing effective reading strategies. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject.</p>	<p>Reading Coaches, all content area teachers</p>	<p>8/20/2007</p>	<p>6/1/2008</p>	<p>Other/ Not Applicable</p>	
<p>Incorporate Jamestown Reading Series into all Intensive Reading Classes. Teachers will implement differentiated instructional strategies to develop fluency skills.</p>	<p>Intensive Reading teachers</p>	<p>8/20/2007</p>	<p>6/1/2008</p>	<p>Other/ Not Applicable</p>	
<p>Provide inclusion support to SWD who require more intensive reading support. The inclusion model will be provided by an SPED teacher, as delineated in students' Individualized Education Plans (IEPs).</p>	<p>Program Specialist, SPED teachers</p>	<p>8/20/2007</p>	<p>6/1/2008</p>	<p>Other/ Not Applicable</p>	
<p>Initiate vertical teams to serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include counselors, principals, and other stakeholders.</p>	<p>Assistant Principal of Curriculum</p>	<p>8/20/2007</p>	<p>6/1/2008</p>	<p>Other/ Not Applicable</p>	<p>24220</p>

Research-Based Programs

A high-quality reading program will include instructional materials that incorporate the five essential elements of reading instruction. The materials are research-based and should address the specific reading deficiencies of students based on assessment results. Centennial Middle School will utilize the following in their Intensive Reading classes; READ XL (state adopted) materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each READ XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction. The text supports instruction in vocabulary, comprehension, and writing. Centennial Middle School will also utilize Soar to Success, a reading intervention for students in grades 3-8 who are reading below grade level. The primary goals of this intervention are to accelerate students' reading ability and to help students to quickly and easily apply comprehension and decoding strategies learned within other content area texts. The ultimate goal of Soar to Success is to increase students' understanding of what they have read through reciprocal teaching. Centennial Middle School will utilize the following for the Intensive Reading Plus classes: Read XL and Reading Plus. Reading Plus is a comprehensive computer-based reading intervention program for struggling readers. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. The basic research-based basal program at Centennial Middle School is the Prentice Hall Literature, Timeless Voices, Timeless Themes 6-8 Program.

Grades six through eight will utilize:

Comprehensive K-12 District Research-Based Reading Plan (CRRP) FORF

McDougall-Littel Bridges To Literature

Scholastic READ XL

Prentice Hall Timeless Voices, Timeless Themes

Houghton Mifflin English

Reading Supplemental Intervention Programs:

Reading Plus

Buckle Down Publishing FCAT Workbooks

Houghton Mifflin Soar To Success

Scholastic Reading Advantage

Scholastic READ 180.

Buckle Down Publishing Ketchup on Reading Level Green, Level Red; Scholastic Level 6-8

Professional Development

Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

The professional development plan for Centennial Middle School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at the school. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Centennial Middle will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.

A set of core professional learning experiences have been identified for Centennial Middle School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

Comprehensive K-12 District Research-Based Reading Plan (CRRP)

Reading Endorsement Courses

Project CRISS training

Content Area Reading Instruction

Student Performance Indicators Instruction

FORF Implementation

Differentiated Instruction

Excelsior Gradebook

Edusoft

Examview Learning Series

Soar to Success Program Training

Reading Advantage Program Training

Writing Standards Training

Reading Standards Training

Evaluation



School Improvement Plan

2007-2008



1. Utilize the Comprehensive K-12 District Research-Based Reading Plan (CRRP) to monitor student progress of the Sunshine State Standards.
2. Utilize 2007 Florida Comprehensive Assessment Test (FCAT) results in reading as diagnostic data to provide differentiated instruction.
3. Administer site developed bi-weekly assessments and staff development surveys
4. Utilize feedback from the reading coach as well as from Centennial Middle School's Leadership Team.
5. Administer the Florida Oral Reading Fluency (FORF) reading assessment to all Level 1 and 2 students to analyze student progress and needs.
6. Administer district approved interim assessments to monitor student progress in reading.

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

Mathematics Statement

To provide high quality mathematics instruction using differentiated instruction, technology, and alignment with district and state standards for all students.

Needs Assessment

An assessment of the 2007 FCAT Mathematics Assessment reveals that 37 percent of the students in grades six through eight scored at Level 3 or higher. The 2007 FCAT requires 62 percent of the students to score at Level 3 or higher for AYP. Sixth grade students have twenty-one percent of the students scoring a Level 3 or higher with the content areas of greatest intervention need being number sense and measurement showing no growth from year to year within the grade level. Student performance on data analysis and geometry strands has also not shown any growth. Seventh grade students have 41 percent of the students scoring a Level 3 or higher with the content areas of greatest intervention need being measurement and algebraic thinking. Eighth grade students have 43 percent of the students scoring a Level 3 or higher with the content areas of greatest intervention need being measurement, geometry, algebraic thinking, and data analysis.

The 2006 FCAT AYP report indicates that twenty-four percent of Black students scored level 3 or higher and Hispanic students scored 42 percent. Centennial's Hispanic subgroup is the only group meeting proficiency in mathematics. Of the Students with Learning Disabilities (SWD), twenty-one percent scored at or above grade level in mathematics and economically disadvantaged students scoring at or above grade level is 35 percent.

According to the 2007 Adequate Yearly Progress report:

1. All subgroups did not meet AYP targets.
2. 65 percent of the lowest 25 percent made learning gains in Mathematics.
3. 61 percent of students made learning gains in Mathematics.
4. The percentage of students on track to be proficient in Mathematics is 52 percent.
5. The Hispanic subgroup did meet proficiency in Mathematics.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of economically disadvantaged students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of SWD students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize CRISS reading and writing strategies in all grades to increase student comprehension	Math Dept. Chair, Math Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Develop a rotating schedule to ensure and increase the use of computer technology to monitor student achievement i.e. FCAT Explorer, Riverdeep, Holt Intervention software, Edustrands (SWD), ClassWorks (Enrichment after-school tutorial program)targeting subgroup students and students without access to home computers. Level I and II target students in Intensive Math utilize Computer Lab to complete FCAT Explorer and Riverdeep activities on a weekly basis.	Math Dept. Chair, Math Teachers, Media Specialist, Computer Specialist, ESE Specialist, Enrichment Tutor	8/20/07	6/1/08	Other/ Not Applicable	0
Utilize collaborative planning time on Tuesdays, Wednesdays and Thursdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best practices.	Math Dept. Chair, Math Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Increase use of technology in the classroom through planned activities as documented through teacher lesson plans	Math Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize After-school Achievers Supplemental workbooks in the Intensive mathematics and Alternative Education courses for targeted Level 1 and Level 2 students.	Assistant Principal, Curriculum Specialist, Intensive Math and Alternative Education Math Teachers	10/11/2007	6/1/2008	Other/ Not Applicable	500
Provide extended learning opportunities through math tutorials for students scoring Achievement Levels 1 and 2, specifically students identified as English Language Learners and SWD. Tutoring sessions are offered before school, after school, and during Saturday FCAT Prep sessions.	Assistant Principal, Mathematics Chair	11/7/2007	2/16/2008	Other/ Not Applicable	1500
Enroll students scoring Level 4 and higher in advanced, honors, gifted, and or high school credit classes to challenge, maintain, and or increase performance level. Teachers will utilize a Plan,Do,Study,Act program and the Continuous Improvement Model to provide data driven instruction.	Math Dept Chair, Math Teachers	08/20/2007	06/1/2008	Other/ Not Applicable	0
Provide mathematics tutoring focusing on Content Cluster Algebraic Thinking, Measurement, and Geometry and Spatial Sense for LEP students with English Language Learner paraprofessional twice weekly targeting all English Language Learner levels targeting Level 1 and Level 2 students	Math Dept. ESOL paraprofessional	8/20/2007	6/1/2008	Other/ Not Applicable	0
Implement a Saturday tutorial program to address the mathematics Content Clusters Algebraic Thinking, Number Sense, and measurement to reduce deficiencies of students identified as lowest 25 percent and monitor progress through interim reports and report cards concurrent with implementation of the Continuous Improvement Plan.	Assistant Principal of Curriculum	11/1/2007	2/10/2008	Other/ Not Applicable	1000

Utilize FCAT Problem of the Day using 2005 FCAT Test, FCAT Practice Test, supplemental workbooks and textbooks in all grades to address Content Clusters, Algebraic Thinking, Number Sense, and Measurement.	Math Dept. Chair, Math Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide Intensive Mathematics courses for targeted Level 1 and 2 students and address Content Clusters Algebraic Thinking, Number Sense, Measurement, and Geometry, and Spatial Sense with implementation of the CIM.	Principal, Assistant Principal, Curriculum Specialist	8/20/07	6/1/08	Other/ Not Applicable	0
Provide students scoring at FCAT Level 3 and above with the opportunity to further develop skills through cooperative learning and peer mentoring within classes and in after school tutoring using the Holt Middle School Math Text	Math Dept. Chair, Math teachers	08/20/2007	06/1/2008	Other/ Not Applicable	0
Provide inclusion support to SWD who require more intensive math support. The inclusion model will be provided by an SPED teacher, as delineated in students' Individualized Education Plans (IEPs).	Assistant Principal, ESE Specialist, Curriculum Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	
Utilize assessment data to prioritize support for students through the provision of an Intensive Mathematics class. Students who have scored Achievement Level 1 and 2 are enrolled in Intensive Mathematics classes with a teacher that has been proven to impact student achievement. In these classes, students receive additional support to master FCAT benchmarks. Students are allotted additional time to grasp information and instruction will utilize cooperative learning strategies and differentiated instruction	Assistant Principal of Curriculum	8/20/2007	6/1/2008	Other/ Not Applicable	
Model the use of lessons for implementation across each grade level by teachers identified through data to be highly effective. These teachers will model the use of English Language Learner strategies for LEP students, as well as lessons in the classrooms, using the coaching model of planning, debriefing, co-teaching, and follow-up. Additionally, the mathematics department chair will ensure that the all mathematics teachers follow the curriculum maps aligned with core classes.	Math teachers	8/20/2007	6/1/2008	Other/ Not Applicable	
Implement Curriculum Maps with instructional focus calendars (that are aligned to the Competency Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in mathematics for students in grades 6-8.	Assistant Principal for Curriculum, Math dept. Chair	8/20/2007	6/1/2008	Other/ Not Applicable	
Conduct a Family Mathematics and Science Night to provide strategies for parents to use at home to support the use of reading and technology in solving real life problems.	Curriculum Specialist, Math Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	
Initiate vertical teams to serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include counselors, principals, and other stakeholders	Assistant Principal for Curriculum, Math Dept. Chair	8/20/2007	6/1/2008	Other/ Not Applicable	
Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the principal, assistant principal for curriculum and instruction, reading coaches, and department chairpersons. The school-wide improvement model used by the data team is CIM, which includes; Step 1: Test Score Disaggregation, Step 2: Timeline Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the team to effectively disaggregate data from the District's Interim assessments, school-wide bi-weekly assessments, and various classroom assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.	principal, assistant principal for curriculum and instruction, reading coaches, and department chairpersons	8/20/2007	6/1/2008	Other/ Not Applicable	20020

Research-Based Programs

A high-quality mathematics program will include instructional materials that impact instruction. The materials are research-based and should address the specific mathematics deficiencies of students based on assessment results. The following research-based programs will be in use at Centennial Middle School. The state adopted textbooks that will be used are Holt Middle School Mathematics 6-8; for advanced seventh grade mathematics the Prentice-Hall Pre-Algebra; and for the advanced eighth grade Prentice Hall Algebra 1.

The 8-Step Continuous Improvement Model will be employed to support student achievement.

Additional resources include:

College Board Model Instructional Units, FCAT Explorer, and Riverdeep

Professional Development

The professional development plan for Centennial Middle School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Centennial. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Centennial Middle School will have an arrangement of on-site professional development resources provided by the district Office of Professional Development. A set of core professional learning experiences have been identified for Centennial Middle School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

Centennial Middle School will develop a professional development calendar to address the needs of the faculty to include in-services on the following areas:

1. College Board/Advance Placement training
2. Grade level curriculum mapping and use of FCAT provided Item Specification
3. Data Analysis using Student Performance Indicator (SPI)
4. Use of Creating Independence through Student-owned Strategies (CRISS) in Mathematics
5. Teacher training on Gizmos, FCAT Explorer, Riverdeep, Online Textbook Services
6. Graphing calculator training
7. CIM training

Evaluation

1. Utilize bi-weekly aligned benchmark assessments to monitor student progress of the Sunshine State Standards.
2. Utilize 2007 Florida Comprehensive Assessment Test (FCAT) results in Mathematics as diagnostic data to provide differentiated instruction.
4. CMS Leadership Team feedback
5. Administer district approved interim assessments to monitor student progress in Mathematics
6. Monitor student progress on on-line research-based FCAT Explorer reports and district supported Riverdeep and Gizmos Reports
7. Utilize on-line textbook assessments and activities

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

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

Writing Statement

Provide increased writing opportunities for all students to be effective writers.

Needs Assessment

An analysis of the writing performance data reveals the following trends among the diverse student population at Centennial Middle School. On the 2007 FCAT Writing Assessment, eighth grade students demonstrated improved performance in writing by two percent from 2006 to 2007. Scores on the 2007 FCAT Writing test indicate 76 percent of students in grade eight scored 3.5 or higher.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize peer evaluations and writing rubric to increase their abilities in areas of focus, organization, support, and conventions	All teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize CRISS strategies in all curricular areas such as graphic organizers, two column notes, brainstorming webs, learning logs, teacher and student modeling, and Role Audience Format Theme (RAFT)	All Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize vocabulary strategies in all curricular areas, such as context clue warm-ups, synonyms and antonyms, denotations and connotations, prefixes and suffixes to increase student writing proficiency.	Reading Teachers, Language Arts Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize College Board approved practices and materials such as Vertical Teaming	All Teachers of Advanced Placement and Gifted Students	8/20/2007	6/1/2008	Other/ Not Applicable	0
Implement a tutorial program for targeted eighth grade students scoring below 3.5 on pretest assessment.	Principal, Assistant Principal of Curriculum	11/1/2007	02/1/2008	Other/ Not Applicable	500
Implement writing across the curriculum in all grades using the Glencoe Writer's Choice Text	All Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the principal, assistant principal for curriculum and Instruction, reading coaches, and department chairpersons. The schoolwide improvement model used by the data team is CIM, which includes; Step 1: Test Score Disaggregation, Step 2: Timeline Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the team to effectively disaggregate data from the District's Interim assessments, school-wide bi-weekly assessments, and various classroom assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.	Principal, Assistant Principal for curriculum, reading coaches, and department chair persons	8/20/2007	6/1/2008	Other/ Not Applicable	
Utilize collaborative planning time on Tuesdays, Wednesdays and Thursdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.	Principal, Assistant Principal of Curriculum	8/20/2007	6/1/2008	Other/ Not Applicable	
Utilize best practices and effective learning strategies of CRISS that includes; learning logs, Role Audience Focus Topic (RAFT), spool papers, Adjectives in Detail, and a variety of vocabulary strategies and grammar activities to improve writing skills	Principal, Assistant Principal of Curriculum	8/20/2007	6/1/2008	Other/ Not Applicable	
Administer the District's Pre and Post-Tests of expository and persuasive writing prompts. Afterwards, the analyzed data from the District's Pretest expository/persuasive writing prompts will be used to establish differentiated instruction groups	Language Arts Teachers, Dept. Chair	8/20/2007	6/1/2008	Other/ Not Applicable	
Implement Curriculum Maps with instructional focus calendars (that are aligned to the Competency-Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in writing for students in grades 6-8.	Principal, Assistant Principal of curriculum	8/20/2007	6/1/2008	Other/ Not Applicable	1000

Research-Based Programs

Utilize curriculum framework materials provided by the District, the Comprehensive Reading Plan, and the Department of Education's CD-ROM for rubric scoring of sample writing papers. Supplemental materials to be utilized include the Glencoe Writers Choice Textbook ,FCAT practice and scoring materials, Prentice-Hall, as well as all state-approved texts including their respective teacher resources and consumable materials.

Professional Development

Professional development to be offered will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Centennial. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Centennial will have an arrangement of on-site professional development resources provided by the district Office of Professional Development. A set of core professional learning experiences have been identified for Centennial Middle School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

Reading Endorsement Courses include:

Project CRISS training

Student Performance Indicators Instruction

Differentiated Instruction

Examview Learning Series

Writing Standards Training

School-site Writing professional developments on writing rubric

College Board Vertical Teaming professional developments

Teachers will engage in TEC workshops related to individual fields of professional development

Teachers of students in gifted and advanced academic placements will attend vertical teaming workshops and other College Board workshops as they become available.

More teachers on staff will pursue the opportunity for a gifted endorsement as courses become available.

Evaluation

Evaluation materials include monthly school-wide writing prompts and district pre and post writing tests. Teachers will collaboratively decide student needs from the assessment results and discuss other factors that may have led to low student achievement.

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

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

Science Statement

We will provide high quality science instruction to increase the scientific knowledge of all students.

Needs Assessment

An analysis of the 2007 FCAT Science data shows that 27 percent of eighth grade students are meeting high standards in Science. Further analysis shows that eighth grade students improved performance in content clusters Earth & Space and Scientific Thinking both scoring 50 percent. An area of weakness and consistent decrease in performance is the Physical & Chemical cluster which decreased by nine percent in overall performance from 45 percent. Life & Environment cluster also showed a decrease in overall performance by 8 percent from 54 percent. Students in eighth grade need to increase their content cluster scores in both Physical & Chemical and Life & Environment.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by two percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize CRISS reading and writing strategies in all grades to increase student comprehension.	All Science Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Conduct weekly science department meetings to facilitate the sharing of best practices, provide professional development opportunities, and identify strategies that will improve student performance.	Assistant Principal of Curriculum, Science Department Chair, Curriculum Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide FCAT Saturday tutorial program using Science Saurus and RiverDeep, and Gizmos for targeted eighth grade students who performed below mastery on school authored assessment.	Assistant Principal, Science Department Chair, Curriculum Specialist	11/1/2007	03/30/2008	Other/ Not Applicable	500
Conduct hands-on activities using inquiry-based thinking skills with particular emphasis on both Earth and Space Sciences and Scientific Thinking using the Holt Earth Science text and the Glencoe technology Teacher Implementation package.	All Science Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize FLDOE provided Item Specifications and FCAT science vocabulary in all grades to increase student comprehension with particular emphasis on both Earth and Space Sciences and Scientific Thinking using Examview Learning Series and Edusoft as assessment.	All Science Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Require all advanced, honors and gifted science students to participate in Science Fair to promote higher order critical thinking skills while utilizing Glencoe Florida Science and Prentice Hall Biology-Exploring Life Materials	Assistant Principal of Curriculum, Science Department Chairs, Curriculum Specialist	9/01/2007	03/01/2008	Other/ Not Applicable	0
Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the principal, assistant principal for curriculum and instruction, reading coaches, and department chairpersons. The schoolwide improvement model used by the data team is CIM, which includes; Step 1: Test Score Disaggregation, Step 2: Timeline Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the CIM will enable the team to effectively disaggregate data from the district's interim assessments, schoolwide bi-weekly assessments, and various classroom assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.	Assistant Principal of curriculum, Science Dept. Chair, Curriculum Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	
Utilize collaborative planning time on Tuesdays, Wednesdays and Thursdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.	All Science teachers, Science Dept. chair	8/20/2007	6/1/2008	Other/ Not Applicable	
Implement curriculum maps with instructional focus calendars (that are aligned to the Competency-Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in Science for students in grades 6-8.	Assistant Principal for curriculum, Science Dept.chair	8/20/2007	6/1/2008	Other/ Not Applicable	
Monitor student progress through lesson plans, school wide monthly benchmark assessments, and District assessments aligned with the Sunshine State Standards benchmarks.	All science teachers, Dept. chairperson	8/20/2007	6/1/2008	Other/ Not Applicable	

Implement classroom activities and project based learning (which includes laboratories, cooperative grouping, and problem solving strategies) utilizing project based software to provide all students with an inquiry based scientific approach which employs all the elements of the scientific method to further the development of science process skills.	All science teachers	8/20/2007	6/1/2008	Other/ Not Applicable	
Enroll students in science classes that incorporate 100 minutes of science laboratory activities per week. Weekly laboratories will include hands-on activities using inquiry-based activities.	Assistant Principal for curriculum	8/20/2007	6/1/2008	Other/ Not Applicable	
Utilize science fair research projects for students in advanced/gifted/honors Science, Earth Space Science and Biology.	All science teachers	8/20/2007	6/1/2008	Other/ Not Applicable	
Provide extended learning opportunities through science tutorials for 8th grade students. Tutoring sessions are offered before school, after school, and on Saturday FCAT Prep sessions.	Principal, Assistant Principal for curriculum	8/20/2007	6/1/2008	Other/ Not Applicable	
Conduct a Family Mathematics and Science Night to provide strategies for parents to use at home to support the use of reading and technology in solving real life problems.	Assistant Principal for curriculum, Science Teachers, and Math teachers	11/1/2007	6/1/2008	Other/ Not Applicable	2000

Research-Based Programs

A high-quality science program will include instructional materials that impact instruction. The materials are research-based and should address the specific science deficiencies of students based on assessment results. The following research-based programs will be in use at Centennial Middle School. The state-adopted text books that will be used are; Glencoe Florida Science, Level 6,7,8; Holt, Rinehart & Winston Earth Science Prentice Hall (Biology: Exploring Life). In addition, River Deep technology-based program and the 8-Step Continuous Improvement Model will be employed to support student achievement.

Additional Supplemental materials include:

- Glencoe Technology Teacher Implementation Package
- Holt Technology Teacher Implementation Package
- Prentice Hall Technology Teacher Implementation Package
- Gizmos
- ScienceSaurus
- RiverDeep
- Examview Learning Series
- Edusoft

Professional Development

The professional development plan for Centennial Middle School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Centennial. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Centennial will have an arrangement of on-site professional development resources provided by the district Office of Professional Development. A set of core professional learning experiences have been identified for Centennial Middle School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

- Provide teachers with Project CRISS training
- Teachers will attend Vertical Teaming Meetings within the feeder pattern
- Teachers will pursue courses for Gifted Certification through TEC
- Teachers will be given training in using the new Science Pacing Guides
- Teachers will be given training in using the Item Specifications
- Teachers will be given training in using the new textbooks and supplemental materials

Evaluation

Results of the 2007 FCAT Science Test will indicate the percentage of students who score Achievement Level 3 or above. Centennial Middle School will track progress monitoring by conducting school wide bi-weekly assessments, District assessments, and weekly Science Lab activities. Teachers will collaboratively decide student needs from the assessment results and discuss other factors that may have led to low student achievement. Data generated by school site-developed bi-weekly assessments will be used to redirect classroom instruction and create flexible tutorials

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

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

Parental Involvement Statement

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Analysis of the 2006-2007 Title I Administration Parent Involvement Monthly School Report indicates that 163 parents attended the August Title 1 Parent Orientation meeting based on the attendance sign-in sheets. In September, the attendance for the Title I Parent Orientation meeting rose to 1076 parents. In November, the attendance for the Title I Parent Orientation meeting decreased to 591 parents. Centennial Middle School provided 26 total parent involvement activities and of those activities, 859 parents attended. Attendance rates of parents to EESAC and Parent Teacher Student Association meetings remain low, less than one percent based on sign-in sheets from the 2006/2007 school year. The school needs to increase opportunities for parents to be involved in support of the school and support their child's education by utilizing the automated phone service to notify parents of upcoming events and meetings.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide information on Parent Academy courses to increase parental involvement in Parent Academy	Assistant Principal of Curriculum, Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Increase communication with parents through written notices, letters, use of marquee, school website, school newspaper, etc.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	100
Increase opportunities for parents to attend Saturday class activities, i.e. career mentoring, computer training, tutorial services	Assistant Principal of Curriculum, Career Specialist, Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	1000
Provide increased opportunities to participate in school activities such as Math/Science Night, Curriculum Fair, transitioning student orientation and parent conference nights.	Assistant Principal of Curriculum, Career Specialist, Community Involvement Specialist	8/14/2007	6/1/2008	Other/ Not Applicable	1000
Provide all teachers with a computer and internet access to implement Excelsior Gradebook and provide instruction to students and parents on the utilization of the on-line grade book to monitor student achievement.	Principal, Computer Technology Specialist	08/20/2007	06/1/2008	Other/ Not Applicable	0
Recruit and encourage parental involvement in PTSA using the National PTSA National Standards program, EESAC, Band Booster Club, and other school related activities through increase parent notification processes such as marquee, monthly calendar, and school internet web page	Principal, Community Involvement Specialist, Club Sponsor, EESAC Chairperson	8/20/2007	6/1/2008	Other/ Not Applicable	100
Utilize the automated phone service to notify parents about upcoming events and meetings.	Principal, Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Communicate with parents regarding school activities in a way that is regular, two-way, and meaningful. Centennial Middle School will convene meetings to report to the community on the pace, quality and evidence of dramatic changes in the school.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	
Assist student learning by providing parents with strategies to play an integral role in the academic achievement of students.	Principal, Assistant Principal, Community involvement specialist	8/20/2007	6/1/2008	Other/ Not Applicable	
Volunteer at Centennial Middle School. Parents are welcome in the school and are sought for continual assistance and support.	Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	
Advocate and welcome parents to become full partners in school decision making that affect students and families. The District PTSA will be tapped to provide additional support and training for Centennial's local PTSA	Principal, assistant Principal, PTSA, Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	
Collaborate with the community through the District's Parent Academy to provide parenting classes such as; effective discipline, immigration information, nutrition, financial management, and/or child development. Opening lines of Communication with Cutler Bay Town Manager, Steven Alexander	Principal, assistant Principal	8/20/2007	6/1/2008	Other/ Not Applicable	300

Research-Based Programs

National PTSA National Standards for Parent and Family Involvement Programs
 Families Building Better Readers
 Just Read, Florida!



School Improvement Plan 2007-2008



Professional Development

Professional Development to be offered includes monthly EESAC meetings, workshops from Parent Academy, as well as workshops from the Student Services personnel as part of Open House and FCAT Fair

Evaluation

Evaluation materials include participation logs documenting parent and community participation in classes as well as any support services rendered through the Parent Resource Center. Centennial Middle School will gather rosters from the following:

2007-2008 PTSA membership sign in sheets and EESAC attendance sign in sheets.
Workshop Attendance Rosters
Community Involvement Specialist records
Title I Monthly Reports
Parent Teacher Student Association (PTSA) membership rosters
EESAC attendance rosters

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

To provide high quality education in a safe and secure environment.

Needs Assessment

An analysis of the 2007-2008 Suspension Count Report indicates that 405 students were suspended in 2005-2006 on outdoor incidents. Additionally, 127 students were suspended in 2005-2006 on indoor incidents. During the 2005-2006 school year, major incidents account for twenty percent of the number of referrals written and minor incidents accounted for 76 percent of the referrals. The number of outdoor suspensions (405) during the 2005-2006 year was approximately three times the number of recorded indoor suspensions (127). Centennial has a need to decrease the number of recorded indoor and outdoor suspensions by improving the implementation of the Centennial Middle School Progressive Discipline Plan which involves more intervention strategies.

Measurable Objective

Given the implementation of the Centennial Middle School Progressive Discipline Plan, the number of indoor and outdoor suspensions will be reduced as evidenced by a decrease of five percent on the 2007-2008 Student Case Management System Report as compared to the 2006-2007 Student Case Management System Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize indoor exclusion process and parent conferences to decrease the number of major incidents	Classroom Teachers, Grade Level Administrators	8/20/2007	6/1/2008	Other/ Not Applicable	0
Increase parental notification of inappropriate behavior to decrease the number of assigned detentions	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	100
Decrease the number of outdoor exclusion for major incidents by implementing a school designed progressive discipline plan	Grade Level Administrators	8/20/2007	6/1/2008	Other/ Not Applicable	100
Utilize referral process to grade level administrators using the CMS Progressive Discipline Plan.	Classroom Teachers, Grade Level Administrators	8/20/2007	6/1/2008	Other/ Not Applicable	0
Implement the Progressive Discipline Plan approach to student behavior which begins with verbal warnings	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Reward students who demonstrate appropriate behaviors periodically through participation in Fun Day and Jeans Day based on school attendance, homeroom recognition for attendance, and the Principal's Student of the Month.	Assistant Principal, Classroom teachers, Attendance clerk	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide opportunities to behavioral at-risk students to participate in the Role Model 5000 Program and Eves of Essence program.	Community Involvement Specialist Club Sponsors	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Research-Based Programs include the Progressive Discipline Plan

Professional Development

1. A classroom management in-service will be held prior to the opening of school.
2. Beginning teachers will participate in a separate in-service on how to establish routines and procedures in a classroom at the beginning of the school year.
3. Teachers with significant number of referrals will be offered additional assistance through training opportunities on class-room management and through mentoring with the discipline representative from the school-based Professional Growth Team.

Evaluation

The success of these alternative strategies will be measured by a decrease in the indoor and outdoor suspension rate for Centennial Middle School.

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"/>

Miami-Dade County Public Schools

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

Technology Statement

Centennial Middle School will encourage the full integration of technology in all subject areas to improve student achievement.

Needs Assessment

The Florida Innovates School Survey for Centennial Middle School ranks several individual subsets of two categories, which include Digital Learning Environment and Instructional Leadership. The Digital Environment rates the percentage of teachers who employ technology in their daily instruction. This percentage ranges from 25-49 for Centennial Middle School. Planning areas include the integration of technology into the curriculum to improve student achievement, as well as strategies for technology acquisition, collaboration with supplemental educational service providers, and equitable access for all students. The Instructional Leadership section ranks the foci for Centennial Middle School: providing technology access and skills for all students received the first ranking; integrating technology into subject area instruction ranks as number two; using technology for select groups of students ranks as number three; using technology for administrative tasks ranks as number four; and procuring and maintaining hardware and software ranks as number five.

Measurable Objective

Given a school-wide focus on technology, the percentage of teachers, as reported by the Florida Innovates School Survey, using technology will improve from the 25-49 percent range to the 50-74 percent range.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement GIZMOS software program as an instructional tool through all math and science classes.	All Science and Mathematics Teachers, Curriculum Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Increase the number of technology staff development activities.	All Reading, Language Arts, and Mathematics Teachers, Curriculum Specialist, Reading Coaches	8/20/2007	6/1/2008	Other/ Not Applicable	0
Integrate technology into the instructional process by providing teacher professional development on programs and software available	Curriculum Specialist, Reading Coaches, Department Chairs	8/20/2007	6/1/2008	Other/ Not Applicable	0
Increase use of computer technology to monitor student achievement in all curricular areas using software and internet programs such as FCAT Explorer, Riverdeep, GIZMOS, Compass Learning software, Glencoe and Holt Intervention, Edustrands (SWD), and Enrichment after-school tutorial program in all grades	Media Specialist, Computer Specialist, ESE Specialist, Enrichment Tutor	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide all teachers with a computer and internet access to implement Excelsior Gradebook and provide instruction to students and parents on the utilization of the on-line grade book to monitor student achievement.	Principal, Computer Technology Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	3000

Research-Based Programs

Riverdeep
 FCAT Explorer
 Accelerated Reader
 Read 180
 Reading Plus

Professional Development

Teachers will be provided professional development on the following:
 Edustrands
 FCAT Explorer
 Accelerated Reader
 Riverdeep
 Excelsior Gradebook

Evaluation

2008 Florida Innovates School Survey

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"/>

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students. The school will align its physical fitness program to National Standards for Physical Education

Needs Assessment

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. Data from the 2006/2007 FITNESSGRAM test reveals that out of the 463 students enrolled in Physical Education, 46 percent were awarded with gold and silver awards. Of the 46 percent awarded, 21 percent were awarded gold and 25 percent were awarded silver. Centennial will strive to raise the percentage of students receiving awards by three percent on the 2007/2008 FITNESSGRAM test.

Measurable Objective

Given instruction using the National Standards for Physical education students in grades sixth through eight will increase their physical fitness by a 3 percent increase on the percentage receiving Physical Fitness awards from 46 percent to 49 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance	Principal, Assistant Principal, P.E. Department Chair, P.E. Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Develop an action plan to insure input from the department to meet the goals and objectives as stated.	Department Chair	8/20/2007	6/1/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principals	8/20/2007	6/1/2008	Other/ Not Applicable	100
Utilize the FITNESSGRAM test, and administer a pre-test to determine baseline measures. Comparing pre- and post-test data will provide valid measures of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	PrincipalAssistant Principal, P.E. Department Chair, P.E. Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	100
Provide students with mini-workshops on health-related issues, including healthy meals and daily exercise	Assistant Principal for curriculum, P.E. Dep.Chair, P.E. Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	

Research-Based Programs

"Moving into the Future:National Standards for Physical Education"

Professional Development

All physical education teachers will receive training in the FITNESSGRAM test program. All physical education teachers will be encouraged to attend district in-services and workshops

Evaluation

Administer the FITNESSGRAM, health-related fitness test. Preliminary data will be gathered as part a pre-test. Final data will be gathered as part of the post-test.

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"/>

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

Electives & Special Areas Statement

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings

Needs Assessment

Analysis of the 2007 enrollment data reveals that 48 percent of students in grades six through eight are enrolled in 51 sections of elective and special area course offerings, excluding intensive reading and mathematics electives. Specifically, 62 percent of students eligible for elective courses in grades six through eight are enrolled in an Intensive Reading or Intensive Mathematics course. This enrollment selection is based on student achievement levels from the 2007 FCAT assessment. Centennial Middle school offers courses in beginning and advanced art with 103 students enrolled; beginning, symphonic, jazz, and concert band with 108 students enrolled; chorus with 18 students enrolled; beginning and advanced dance with 108 students enrolled; beginning and advanced woodshop with 71 students currently enrolled; career lab with 38 students enrolled; computer education with 93 students enrolled; physical education with 389 students enrolled; marine skills with 37 students enrolled; newspaper with 12 students enrolled; foreign language with 92 students enrolled. However, there is a need for more elective offerings such as a chorus program to attract more students to Centennial Middle school. Centennial will also participate in the seventh grade initiative, Middle Moves. Student services will implement the initiative through the social studies department.

Measurable Objective

Given current data based on the 2007/2008 elective enrollment, 48 percent of students in grades six through eight will enroll in elective courses as compared to the 2006/2007 Elective enrollment of 47 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide after school enrichment activities in Art, Music, computer programming, and Dance.	Career Specialist-Administrative Assistant	8/20/2007	6/1/2008	Other/ Not Applicable	0
Increase participation in extra curricular sports program by offering intramural sports opportunities after school	Physical Education Teachers, Coaches, Faculty	8/20/2007	6/1/2008	Other/ Not Applicable	0
Create additional advanced courses in elective areas	Elective teachers, Counselors, Curriculum Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Reduce the number of students enrolled in intensive reading and mathematics classes by providing data driven instruction which will improve student performance. This will in turn increase enrollment in elective areas.	Assistant Principal of Curriculum, All Teachers, Reading Coaches, Curriculum Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	200
Implement Middle Moves Career Initiative through all seventh grade Social Studies classes utilizing the District developed curriculum.	Assistant Principal of Curriculum, Student Services, Social Studies Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

District-developed Middle Moves Career Curriculum

A holistic approach to instruction and education ensures that each student receives instruction in the core content areas as well as in electives. The Florida Course Code offerings demonstrate the application of this theory. Credits toward high school graduation and receipt of a standard diploma take elective offerings into consideration and give it due emphasis.

Professional Development

Professional development to be offered includes teacher attendance at district meetings and in-services. Teachers are also encouraged to complete technology-based in-services which will assist with the development of curriculum and instruction.

Evaluation

Evaluation materials include the curriculum bulletin, master schedule, and subject selection sheets which will be examined to ascertain both sections and course offerings.

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
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Miami-Dade County Public Schools

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

Return On Investment Statement

Return on Investment

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Centennial Middle School ranked at the thirteenth percentile on the State of Florida ROI index. Specifically, Centennial ranked 53 percent of the highest ROI value as compared to similar schools in the district. Centennial is in the middle third of all middle schools in the State in the Return on Investment measure. Centennial is in the middle third on percent of students making learning gains, and in the upper third in the State on money spent per student.

Measurable Objective

Centennial Middle School's Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/1/2008	Other/ Not Applicable	0
Reconfigure of existing resources and take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize District in-service training.	Principal, Career Specialist- Administrative Assistant, Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Treasurer, Career Specialist- Administrative Assistant	8/20/2007	6/1/2008	Other/ Not Applicable	100
Reallocate school resources to effectively implement teaching, learning, and class size mandates	Principal, Assistant principals, Treasurer, Career Specialist, Administrative Assistant	8/20/2007	6/1/2008	Other/ Not Applicable	
Purchase research-based materials	Principal, Treasurer	8/20/2007	6/1/2008	Other/ Not Applicable	

Research-Based Programs

State of Florida Return On Investment Index

Professional Development

Professional development includes will on-going budget status workshops conducted by the principal through staff and committee meetings

Evaluation

Centennial Middle School will show progress toward reaching the twentieth percentile as evidenced in the Return on Investment (ROI) index for 2007-2008 school year.

Graduation (High Schools Only) 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"/>

Graduation (High Schools Only) 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 recommended budget expenditures in the areas of instructional and curriculum materials and equipment through teacher submitted grants and proposals.

Training:

The EESAC recommended professional development for staff new to the school as well as continued staff development in the areas of math, reading, and writing throughout the curriculum to support the School Improvement Plan.

Instructional Materials:

The EESAC recommended the acquisition of instructional materials which would enhance the curriculum such as pocket dictionaries and other FCAT related materials.

Technology:

The EESAC recommended that the school support the Electronic Gradebook and continue to seek funds to improve the overall technology level of the school. Also, the EESAC recommends school-site professional development in the technology components of the School Improvement Plan.

Staffing:

The EESAC recommended the hiring and retention of highly qualified teachers and encouragement of teachers to become National Board Certified and Gifted endorsed.

Student Support Services:

The EESAC recommended that Student Services should continue to encourage parental involvement by holding parent/student conferences.

Other Matters of Resource Allocation:

The EESAC recommended that the school faculty and staff pursue professional development in grant writing as a source of alternate funding. In addition, the EESAC committee recommended increase awareness of private funding i.e. Target, Washington Mutual, and Ocean Bank.

Benchmarking:

The EESAC recommended receiving a quarterly report on the school's benchmarking efforts related to each School Improvement Objective.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommended maintaining the focus on character building through the use of Kaleidoscope student activities. In addition, the EESAC recommended the participation of role models to motivate students to achieve. The EESAC recommended the school increase the number of students participating in character building clubs such as 5000 Role Models, Eves of Essence, D-Fy-It and recognition for Doing the Right Thing.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	26520
Mathematics	23020
Writing	1500
Science	2500
Parental Involvement	2500
Discipline & Safety	200
Technology	3000
Health & Physical Fitness	200
Electives & Special Areas	200
Return On Investment	100
Total	59740



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