

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Rubén Darío Middle School (6121)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Barbara Mendizabal

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The administration, faculty, and staff of Rubén Darío Middle Community School has reaffirmed our commitment to high standards and the delivery of quality educational services. We will continue to implement programs and support systems which will provide many opportunities for our students to continue achieving academic success.

Construction of Rubén Darío Middle Community School began in 1985 and the school opened its doors in 1989. The school is located at 350 N.W. 97 Avenue, Miami, Florida and it is situated on 12 acres. The school campus includes a 164,552 square-foot building of 62 classrooms, three computer laboratories, and a graphics technology laboratory. The student body is composed of approximately 890 students of varying economic and social backgrounds, and the administration, faculty, and staff of Rubén Darío Middle Community School serve a population of students consisting of 92 percent Hispanic, three percent White, four percent black, and one percent other ethnicities.

Based on the 2007 FCAT results, approximately 24 percent of the students scored Level 1 and 15 percent scored a Level 2 in reading. Likewise, 25 percent of the students scored a Level 1 and 21 percent scored a Level 2 in mathematics. For the first time since the implementation of the No Child Left Behind Act, all of the subgroups made adequate yearly progress.

Rubén Darío Middle Community School serves a population of approximately seven percent Gifted students. Rubén Darío Middle offers a rigorous standards-based curriculum that includes Extended Foreign Language and Aviation-Aerospace Science Magnet programs, gifted, learning disabled, emotionally handicapped, severely emotionally disturbed, and English Language Learners (ELL) courses. Our gifted program, innovative inclusion model, and individualized instructional support for targeted students, have been incorporated into our curriculum to further meet the needs and challenges of the unique population that Rubén Darío Middle Community School serves.

The faculty is comprised of forty-six certified general education teachers, nine Special Education teachers, two counselors, one Trust Counselor, one Behavior Management Teacher, one Career Specialist, one Media Specialist, three paraprofessionals, six full-time clerks, three part-time clerks, ten full-time custodians, two part-time custodians, one cafeteria manager, eleven part-time cafeteria workers, one Title I Reading Coach, one Title I Community Involvement Specialists, one Home Language Assistance teacher, four security monitors, and one Technology Support Coordinator. The staff's ethnic composition is predominantly Hispanic; with 71 percent full-time staff and 37 percent part-time staff. Moreover, both White and Black make up 13 percent each of the staff's population.

Due to the implementation of the Class Size Reduction Act the average teacher to student ratio in the core courses by grade level is 1:22. Further, the average class size for general education classes in sixth grade is 23, in seventh grade it is 21 and in eighth grade the average class size is 24. The average class size in Special Education is much lower than that of the general population. The average class size in sixth grade for students in SPED is seven, students in seventh grade average approximately ten to a class, while for students in eighth grade the average class size is nine.

Rubén Darío Middle Community School shows an average of 95.43 attendance rate during the 2006-2007 school year, which an increase of .51 percent over the 2005-2006 school year. Further, in the 2006-2007 school year, the District had an average of 95.37 percent attendance and Rubén Darío Middle Community School had an average of 95.51 percent. Overall, the average attendance rate for the school was slightly higher than the District's.

Based on data from the 2004-2005 school year, the average retention rate for middle schools in Regional Center III was 1.7 percent, which was much lower than the District's average of 4.2 percent. Rubén Darío Middle Community School's retention average for the 2006-2007 school year was .7 percent which was a decrease over the 2005-2006 school year of 1.5 percent.

Rubén Darío Middle Community School is a Title I school that is situated in a predominantly Hispanic community. The rising sixth grade students come from four neighboring elementary schools, with the majority coming from an elementary school located next to the school. Rubén Darío Middle Community School offers an Aviation-Aerospace Science Magnet Program and many of the students enrolled in the program, transition directly from the neighboring elementary school, which too offers an Aviation-Aerospace Science Magnet Program. Rubén Darío Middle Community School students transition to the ninth grade at Miami Coral Park Senior, a state rated 'C' school, which offers an Engineering Magnet Program.

The administration and faculty of Rubén Darío Middle Community School implements the Continuous Improvement Model, which emphasizes data analysis to determine classroom instruction. The core departments have developed instructional focus calendars based on the needs of the students, which allows them to target specific benchmarks and monitor student learning. The Aviation-Aerospace Science Magnet Program provides an opportunity for highly motivated students in grades six, seven and eight to pursue in depth and accelerated studies and first hand knowledge about the application of Aviation-Aerospace Science in business, industry, research and government. As part of the Secondary School Reform, which includes small learning communities, differentiated instruction, cooperative learning activities and data analysis, the staff of Rubén Darío Middle Community School has participated in professional development sessions focusing on these areas.

The students of Rubén Darío Middle Community School experience many challenges on a daily basis. Many of the parents have

second jobs to supplement their household incomes in order to meet the economic demands of supporting a family. These issues present our school with the challenges of teaching our students reading, writing, and mathematics, when working parents are often not available as much as they would like to be to assist with home learning on a nightly basis.

Rubén Darío Middle Community School's District representative has been a strong supporter and an advocate for maintaining high academic expectations for all of our students. For instance, donations by various District representatives have been utilized to support instructional programs. The career specialist has formed strong partnerships with various community businesses which include Best Buy, Target and Costco representatives which have supported our endeavors in promoting and rewarding students by providing gift certificates and academic tokens, and they have been instrumental in the organization of career fairs. Furthermore, the principal meets with business partners at least twice a year in order to communicate the needs of our stakeholders.

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

Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

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

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

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

Given an emphasis on the utilization of technology in education, all teachers will increase their knowledge and implementation of the Student Performance Indicators (SPI) as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on the importance of health and well-being in the physical and social development of students, the number of students taking advantage of the school clinic services will increase by ten percent during the 2007-2008 school year, as compared to the 2006-2007 school year.

Given emphasis on the benefits of students participating in enrichment activities, the number of students participating in enrichment activities will increase by ten percent during the 2007-2008 school year, as compared to the 2006-2007 school year.

Rubén Darío Middle Community School Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

After careful review and reflection of the results of the Organizational Performance Improvement Snapshot (OPIS), the areas of District Strategic Planning and Education Design will be targeted for improvement measures. The average score in both areas is 4.3, which may indicate that there is some concern among staff members regarding their control over their work process, as well as, an indication that some staff members would like to provide more input into the development of school goals and objectives. To some extent staff members also would like greater clarification of the relationship between their job and the objectives of the school. The average scores in both of these areas have increased from last year's score, but additional attention must be made in these areas. In order to improve these two areas, members of the leadership team will review the results and recommend a plan of action, which includes a staff needs assessment survey and further collaboration and input from department members. However, overall responses at 4.0 and above increase by nine percent in the 2006-2007 school year when compared to the 2005-2006 school year.



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.

6121 - RUBÉN DARÍO MIDDLE SCHOOL

VISION

The vision of Ruben Dario Middle Community School is to provide students with a safe, structured learning environment where they are provided with active and challenging learning activities in all academic areas.

MISSION

The mission of Ruben Dario Middle Community School is to educate all students in a safe, respectful, and disciplined culturally-diverse environment. Clear communication and challenging curriculum will empower students to become life-long learners and productive citizens in a world of work and technology.

CORE VALUES

At Ruben Dario Middle Community School, we strive to pursue high achievement standards, and promote character-building skills that produce compassionate, honest, responsible, citizens. We endeavor to develop meaningful relationships with our community stakeholders to support the academic and social welfare of our students.

School Demographics

Construction of Rubén Darío Middle Community School began in 1985 and the school opened its doors in 1989. The school is located at 350 N.W. 97 Avenue, Miami, Florida and it is situated on 12 acres. The building is comprised of 62 classrooms and nine portables. Approximately, 81 percent of the students are on free or reduced lunch. Many of the students come from homes where multiple families share a single dwelling, and some students are recent immigrants to the United States and learning basic literacy skills.

The administration, faculty, and staff of Rubén Darío Middle Community School serve a population of students consisting of 92 percent Hispanic, three percent White, four percent Black, and one percent other ethnicities. Based on the 2007 FCAT results, approximately 24 percent of the students scored Level 1 and 15 percent scored a Level 2 in reading. Likewise, 25 percent of the students scored a Level 1 and 21 percent scored a Level 2 in mathematics. For the first time since the implementation of the No Child Left Behind Act, all of the subgroups made adequate yearly progress. Rubén Darío Middle Community School serves a population of approximately seven percent Gifted students.

The administration and faculty of Rubén Darío Middle Community School implement the Continuous Improvement Model which emphasizes data analysis to determine classroom instruction. The core departments have developed instructional focus calendars based on the needs of the students, which allows them to target specific benchmarks and monitor student learning. The Aviation-Aerospace Science Magnet Program provides an opportunity for highly motivated students in grades six, seven and eight to pursue in depth and accelerated studies and first hand knowledge about the application of Aviation-Aerospace Science in business, industry, research and government. As part of the Secondary School Reform, which includes small learning communities, differentiated instruction, cooperative learning activities and data analysis, the staff of Rubén Darío Middle Community School has participated in professional development sessions focusing on these areas.

The students of Rubén Darío Middle Community School experience many challenges on a daily basis. Many of the parents have second jobs to supplement their household incomes in order to meet the economic demands of supporting a family. These issues present our school with the challenges of teaching our students reading, writing, and mathematics, when working parents are often not available as much as they would like to be to assist with home learning on a nightly basis. These challenges reinforce our commitment to student achievement as we believe that our children can overcome these challenges, and will be able to take advantage of the many opportunities available to them. Rubén Darío Middle Community School offers a unique and challenging curriculum to all students. However, some of these students fail to meet satisfactory progress. Therefore, supplemental tutorial services in the areas of reading, mathematics, science and writing will be planned and reinforced.

Rubén Darío Middle Community School's leadership team is comprised of one principal, two assistant principals, and one assistant principal for Community Education. The faculty is comprised of forty-six certified general education teachers, nine Special Education teachers, two counselors, one Trust Counselor, one Behavior Management Teacher, one Career Specialist, one Media Specialist, three paraprofessionals, six full-time clerks, three part-time clerks, ten full-time custodians, two part-time custodians, one cafeteria manager, eleven part-time cafeteria workers, one Title I Reading Coach, one Title I Community Involvement Specialists, one Home Language Assistance teacher, four security monitors, and one Technology Support Coordinator. The staff's ethnic composition is predominantly Hispanic; with 71 percent full-time staff and 37 percent part-time staff. Moreover, both White and Black make up 13 percent each of the staff's population. Due to teacher mobility, based on voluntary and/or hardship transfers, and promotions, vacancies are advertised through the Miami-Dade County Public School's teacher portal and throughout the year teacher fairs are organized in order to recruit teachers. The bargaining units for the school employees are United Teachers of Dade (UTD), and American Federation of State County and Municipal Employees (AFSCME).

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offers an Engineering Magnet Program.

Rubén Darío Middle Community School offers various special programs in order to meet and challenge the needs of our students. For instance, students attending Rubén Darío Middle can apply for the Aviation-Aerospace Science Magnet Program. It provides an opportunity for highly motivated students in grades six, seven and eight to pursue in depth and accelerated studies and first hand knowledge about the application of Aviation-Aerospace Science in business, industry, research and government. Students accepted in the Magnet Program participate in unique classroom activities and field experiences. Computer and other sophisticated technology are an integral part of the program and they are implemented in order to develop higher level thinking skills, communication skills and problem solving skills. Our program also serves as a foundation for further advance study at the senior high school level. Moreover, students in the gifted program receive advanced instruction in the four core subject areas; language arts, mathematics, science and social studies.

Rubén Darío Middle Community School also offers an Extended Foreign Language Program (EFL). Students in grades six through eight with good academic standing can apply for this program. Due to the fact that the EFL program's main objective is to maximize the opportunity to develop students who are bilingual and biliterate, students enrolled in the program will be better prepared to enter the workforce.

Rubén Darío Middle Community School qualifies for Title I funding because of the economic status of our students. The school depends on these funds to support many of our academic and enrichment programs, activities to promote parental involvement, additional after-school tutorial programs, supplemental academic materials, and access to social services. Our Community Involvement Specialist is responsible for visiting homes of students with excessive absences, coordinating parent information meetings through the Title I program, meeting with students, and serving as a liaison between the community and school. Parent meetings are held on a monthly basis in Spanish and English to provide parents with a variety of guest speakers. The speakers discuss topics of interest to parents such as, parent/school partnerships, home learning assistance, reading guidance, importance of parental involvement, progress and grade reporting, etc., all in support of the student's educational process.

Moreover, Rubén Darío Middle Community School provides educational opportunities to adults through its Adult Education Program in the evenings. The community school operates four evenings a week with programs that include English courses, computer classes, and Graduate Equivalency Diploma (GED). Many of our students' parents take advantage of the Adult Education Program. Rubén Darío Middle Community School utilizes grant funds from the South Florida After-School All-Stars Middle School enrichment program to provide after-school tutoring in mathematics and reading from 3:40 p.m. to 5:40 p.m. Students are given the opportunity to receive tutoring in mathematics and language arts, and participate in enrichment and cultural enhancement courses.

Our ever-expanding commitment to student achievement also includes student health services. Jackson Memorial Hospital has generously provided the school with a full-time Registered Nurse, Social Worker, and team of Health Care providers who provide health and health education services to all of our students, regardless of economic need or insurance. The nurse provides immunizations, first aid, and lectures to classes on health topics. She is also available to staff members in cases of emergencies. The Social Worker is available to provide students with counseling and social services. The Health Care providers share healthy lifestyle curriculum, including information on proper diet, exercise, and good health choices, to all students.

Rubén Darío Middle Community School's District representative has been a strong supporter and an advocate for maintaining high academic expectations for all of our students. For instance, donations by various District representatives have been utilized to support instructional programs. The career specialist has formed strong partnerships with various community businesses which include Best Buy, Target and Costco representatives which have supported our endeavors in promoting and rewarding students by providing gift certificates and academic tokens, and they have been instrumental in the organization of career fairs. Furthermore, the principal meets with business partners at least twice a year in order to communicate the needs of our stakeholders.

School Foundation

Leadership:

Staff members indicated by a score of 4.5 out of a possible 5.0 on the OPIS Survey, that they are satisfied with the direction provided by the leadership team. Other staff members indicated that the work location did not seek their opinion in the decision-making process. Therefore, further input will be requested from department members in the planning and implementation of instructional programs.

District Strategic Planning Alignment:

Staff members indicated by a score of 4.3 out of a possible 5.0 on the OPIS Survey, that they would like to have more input in the goals and objectives set for the school. These staff members indicated that they feel a lack of involvement in strategic planning. Therefore, further input will be requested from department members in the planning and implementation of instructional programs.

Stakeholder Engagement:

Staff members indicated by a score of 4.5 out of a possible 5.0 on the OPIS Survey, that they are satisfied with the level of service delivered to their customers. These staff members indicated uncertainty with respect to the organization's satisfaction or dissatisfaction with their work. The development of a needs assessment will be implemented in order to assess staff members' needs.

Faculty & Staff:

Staff members indicated by a score of 4.4 out of a possible 5.0 on the OPIS Survey, that they are satisfied with their work environment. This score indicates that staff members feel uncertainty as to how the work location plans affect their work. The development of a needs assessment will be implemented in order to assess staff members' needs.

Data/Information/Knowledge Management:

Staff members indicated by a score of 4.5 out of a possible 5.0 on the OPIS Survey, that they are satisfied with the level of knowledge of assessment data. This score indicates that the majority of staff members feel that they know how to gather and obtain data relevant to their students and school.

Education Design:

Staff members indicated by a score of 4.3 out of a possible 5.0 on the OPIS Survey, that they are satisfied with their ability to effectively perform their duties. This score also indicates that staff members feel that they cannot obtain all of the resources required to to their jobs. The development of a needs assessment will be implemented in order to assess staff members' needs.

Performance Results:

Staff members indicated by a score of 4.4 out of a possible 5.0 on the OPIS Survey, that they are satisfied with the quality of program delivery and organizational standards at this school. This score indicates that the majority of staff members know how well their work location is doing financially.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

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

Different Innovative Approaches to Instruction - (Unique Aspects and Strengths)

The administration and faculty of Rubén Darío Middle Community School implement the Continuous Improvement Model which emphasizes data analysis to determine classroom instruction. The core departments have developed instructional focus calendars based on the needs of the students, which allows them to target specific benchmarks and monitor student learning. The Aviation-Aerospace Science Magnet Program provides an opportunity for highly motivated students in grades six, seven and eight to pursue in depth and accelerated studies and first hand knowledge about the application of Aviation-Aerospace Science in business, industry, research and government. As part of the Secondary School Reform, the staff of Rubén Darío Middle Community School has participated in professional development sessions focusing on differentiated instruction, data analysis and cooperative learning activities.

Responsibility of Teaching Reading for Every Teacher – (Reading Strategies & Professional Development)

Teachers will participate in District professional development activities in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, data-driven instruction, and other areas that focus on improvement of reading comprehension. Teachers responsible for teaching intensive reading classes will receive training on the Reading Plus and Read 180 programs. Teachers will also conduct 30 minutes of independent reading for all students, and implement all components of the district's Comprehensive Research-Based Reading Plan.

Quality Professional Development for Teachers and Leaders – (Recruitment/Retention of Highly Qualified Teachers)

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

Small Learning Communities (SLC) – (Reading, Mathematics, Writing, and Science Strategies)

Teachers within their departments plan collaboratively in developing focused lessons and activities. Moreover, they review protocol for data analysis, identify the weakest accountability indicators, and discuss the grade level with the weakest performance in reading and mathematics. Consequently, teachers develop steps to be implemented in order to reverse the pattern of low performance.



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Intensive Intervention in Reading and Mathematics – (Reading and Mathematics Strategies)

Establish and maintain Intensive Reading and Mathematics classes for all FCAT Level 1 and 2 students, in order to provide additional instruction and support. Provide before, after school, and Saturday tutorial programs for targeted students.

Parental Access and Support – (Communication with Parents)

All parents are informed in both English and Spanish of school information through the use of Connect Ed, the school's marquee, and website. Information is also sent home with the students through flyers and event calendars. In addition, our Career Specialist has developed partnerships with businesses of our community and they grant the opportunity to post flyers at their establishments. Because our parent population is predominantly Hispanic, we translate all our written communication for parents to Spanish. We speak both English and Spanish during meetings, assemblies and/or orientations. We find that telephone communication has been extremely successful. Parents are contacted in the evening by our adult education assistant principal and Community Involvement Specialist (CIM) to invite them to evening activities such as Open House, Title I meetings, EESAC meetings, PTSA Functions, and Teacher/Parent Conferences.

Applied and Integrated Courses – (Special Programs)

Rubén Darío Middle Community School also offers an Extended Foreign Language Program (EFL). Students in grades six through eight with good academic standing can apply for this program. Due to the fact that the EFL program's main objective is to maximize the opportunity to develop students who are bilingual and biliterate, students enrolled in the program will be better prepared to enter the workforce. The Aviation-Aerospace Science Magnet Program provides an opportunity for highly motivated students in grades six, seven, and eight to pursue in depth and accelerated studies and first hand knowledge about the application of Aviation-Aerospace Science in business, industry, research and government. Students accepted in the Magnet Program participate in unique classroom activities and field experiences. Computer and other sophisticated technology are an integral part of the program and they are implemented in order to develop higher level thinking skills, communication skills, and problem solving skills.

Course Choice Based on Student Goals / Interests / Talent – (Special Programs)

Rubén Darío Middle Community School also offers an Extended Foreign Language Program (EFL). Students in grades six through eight with good academic standing can apply for this program. Due to the fact that the EFL program's main objective is to maximize the opportunity to develop students who are bilingual and biliterate, students enrolled in the program will be better prepared to enter the workforce. A range of elective courses from art, dance, band, graphic design, and journalism are offered in order to meet the needs and interest of all students.

Master Schedules Based on Student Needs – (Special Courses, Reading and Mathematics Strategies)

The school's master schedule is built based on the needs of the student population. Intensive reading and mathematics sections are created based on the number of students scoring an FCAT Level 1 or 2. Furthermore, the number of advanced sections offered is also based on the number of teacher recommendations and students' requests.

Academic and Career Planning – (Extended Learning Opportunities)

Through their social studies classes, students in grades seven and eight will participate in career planning activities from Florida's Career Resource Network and Florida CHOICES lessons.

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Statement

All students will master the skills necessary to exceed the state proficiency standards in reading.

Needs Assessment

An analysis of the 2007 FCAT data reveals that students in grades six through eight decreased the percent of students making learning gains and the percent of students in the lowest 25 percent making learning gains by 16 percentage points. The percent of students in grades six through eight meeting high standards remained the same at 65 percent. Nonetheless, further analysis of the FCAT Reading Assessment reveals that students in eighth grade performed the weakest as evidenced by only 44 percent meeting high standards. A breakdown of the reading clusters demonstrates that students in grade six performed the weakest in the comparison cluster with only 50 percent points earned. Seventh grade students had the strongest performance in all the benchmark clusters; however, improvement is needed in the main idea/author's purpose cluster. An analysis of the eighth grade benchmark clusters reveals that students performed the weakest in reference/research with only 54 percent points earned. Even though the data reveals that over half of students in grades six through eight met high standards in reading, emphasis needs to be placed on increasing the number of students making learning gains. Additionally, instructional delivery and time needs to be adjusted in order to target the lowest performing benchmark clusters. .

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 checked="" type="checkbox"/>	<input 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 by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the CIM by all teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for the improvement of student achievement.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Reading Coach	8/20/2007	6/04/08	Continuous Improvement Model	0
Conduct 30 minutes of independent reading for all students.	Assitant Principal, Reading Coach, Team Leaders	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Administer reading benchmark assessments to monitor student progress.	Language Arts Department Chairperson, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	0
Revise Instructional Focus Calendars which center on tested FCAT Reading Benchmarks.	Assistant Principal for Curriculum	6/20/2007	6/04/2008	Continuous Improvement Model	2000
Administer district pre, interim and post reading assessments to monitor student progress.	Language Arts Department Chairperson, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	
Provide before, after school, and Saturday tutorial programs for targeted students.	Principal, Community School Assistant Principal, After-School Program Coordinator	10/06/2007	6/04/2008	District-wide Literacy Plan	4200
Implement all components of the district's Comprehensive Research-Based Reading Plan.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement Regional protocol for data analysis, in which teachers identify the three weakest accountability indicators, discuss the grade level with the weakest performance in reading, as well as identify the content cluster by grade level which reflected the weakest student performance. Consequently, teachers develop steps to be implemented in order to reverse the pattern of low performance.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	0
Establish and maintain Intensive Reading classes for all FCAT Level 1 and 2 students, to provide additional reading instruction and support.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	34000
Plan collaboratively in developing focused lessons and activities.	Assitant Principal for Curriculum	8/20/2008	6/04/2008	Continuous Improvement Model	

Research-Based Programs

The Language Arts/Reading classes utilize state-adopted textbooks which include, but are not limited to, Bridges to Literature and The Language of Literature in the core curriculum. The Reading Plus computer-based program will be used as a tutorial in Intensive Reading classes and the Scholastic Read 180 program will be used in the Intensive Reading Plus classes.

Professional Development

Teachers will participate in:

District professional development activities in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, data-driven instruction, and other areas that focus on improvement of reading comprehension. Teachers responsible for teaching intensive reading classes will receive training on the Reading Plus and Read 180 programs. Teachers will also participate in early release day in-services that focus on the implementation of each component of the Continuous Improvement Model.



School Improvement Plan 2007-2008



Evaluation

All strategies will be evaluated by:

The 2008 administration of the FCAT Reading Test

District interim reading assessments

Reading benchmark assessments by Language Arts and Reading teachers

Periodic review of teachers' lesson plans by administrators, academic conversations, and review of quarterly data

Quarterly assessments via STAR (Standardized Testing for the Assessment of Reading) and Accelerated Reader programs

Individualized teacher alternative or authentic assessments

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

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Statement

All students will exceed the state proficiency standards in mathematics.

Needs Assessment

The results of the 2007 FCAT Mathematics Test indicates that 63 percent of students in grades six through eight met high standards and 66 percent of the lowest 25 percent made learning gains in mathematics. However, at 43 percent, students in six grade demonstrated the lowest percentage meeting high standards. Further analysis of the benchmark clusters reveals that students in sixth and seventh grade earned the lowest percentage points in the measurement cluster. Additionally, students in eighth grade earned 42 percentage points in three benchmark clusters – geometry and spatial sense, algebraic thinking and data analysis and probability. These scores indicate that students in all grade levels need additional instruction and practice in the measurement content cluster. In order to increase the percent of students making learning gains in the lowest 25 percent, the performance of Level I students in Intensive Mathematics classes will be closely monitored through analysis of assessment data to modify instruction to address areas of deficiency. Further, the sequence of instructional activities in the instructional focus calendars will be revised to focus on areas of deficiencies.

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 checked="" 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 by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implementation of Instructional Focus Calendars based on the Sunshine State Standards and correlated to the state-adopted textbook for the teaching and assessments of the benchmarks.	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	3000
Use calculators during heterogeneous cooperative group activities to assist students with different learning styles and their skills on the calculator.	Mathematics Department Chairperson, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	2000
Provide advanced academic students with enrichment opportunities, including the Cognitive Tutor computer-based program that will reinforce their interest and performance.	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	3400
Provide before, after school and Saturday tutoring for students to enhance their mathematical skills.	Principal	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide individualized tutoring for students who are 30 points from achieving a Level 3 on the FCAT.	Principal, Mathematics Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide Intensive Mathematics classes for all students scoring at Level 1 and 2 in mathematics on the 2007 FCAT.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement Regional protocol for data analysis, in which teachers identify the three weakest accountability indicators, discuss the grade level with the weakest performance in mathematics, as well as identify the content cluster by grade level which reflected the weakest student performance. Consequently, teachers develop steps to be implemented in order to reverse the pattern of low performance.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement the CIM by all teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for the improvement of student achievement.	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	

Research-Based Programs

The mathematics department utilizes textbook series which include:

- Glencoe – Middle School Program Course 1, 2 and 3
- Glencoe – Pre-Algebra Program
- Cognitive Tutor – Algebra I Honors/Gifted
- Cognitive Tutor – Geometry Honors/Gifted

Professional Development

Teachers will participate in the following:

- District-sponsored in-services in the areas of instructional focus calendar development, differentiated instruction, incorporation of manipulatives into instructional activities, and other areas that focus on improvement of mathematics instruction.
- Early Release Day in-services that focus on the implementation of each component of the Continuous Improvement Model.



School Improvement Plan 2007-2008



Evaluation

All strategies will be evaluated by:
The 2008 administration of the FCAT Mathematics Test
Benchmark assessments correlated to the Instructional Focus Calendar
FCAT Practice Test to re-assess benchmarks
Individualized teacher alternative or authentic assessments
District interim mathematics assessments

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

All students in eighth grade will meet the state proficiency standards in writing.

Needs Assessment

An analysis of the 2007 FCAT Writing+ data reveals that the percent of students in grade eight meeting high standards in writing remained the same at 92 percent. Specifically, the percent of students scoring 3.5 or above decreased by 2 percentage points from the previous year, but the percent of students scoring 4.0 and above increased by 5 percentage points. Students scored a combined average of 4.0, earning a 4.0 in persuasive and expository writing, which represents an increase of .1 percent. The data also reveals that students in grade eight scored the lowest in conventions, earning 9 out of 17 points. Likewise, students need additional practice with focus writing, in which they earned six out of 11 possible points. An overall analysis of the data reveals that students in grade eight need more focused instruction conventions and focus, as well as, additional guidance in timed writing.

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 eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Six Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions), to focus and develop specific writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Develop classroom based mini-lessons, targeting specific grammar skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide students with an array of writing opportunities that include, but are not limited to, essays, journals, short stories, research papers, and writing projects in order to further develop writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Revise Instructional Focus Calendars, to include the Six Traits of Writing and grammar components.	Assistant Principal for Curriculum, Language Arts Department Chairperson	6/20/2007	6/04/2008	Continuous Improvement Model	2000
Develop and provide in-house mini workshop tutorials to assist students in improving their writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	10/13/2007	2/10/2008	District-wide Literacy Plan	0
Implementation of the CIM by teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for improved student achievement.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Continuous Improvement Model	0
Administer District pre and post writing assessments to monitor student progress.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	
Provide advanced academic students with enrichment activities, including research-based assignments, to focus on individual interests and needs.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0

Research-Based Programs

The Language Arts classes utilize state-adopted textbooks which include, but are not limited to, English, by Houghton Mifflin, in the core curriculum.

Professional Development

Teachers will participate in the following:

District professional development in-services in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, Analyzing Data to Target Instruction, and other areas that focus on the six traits of writing and process writing development.

Teachers will also participate in early release day in-services that focus on the implementation of each component of the Continuous Improvement Model.

Evaluation

All strategies will be evaluated by:

- The 2008 administration of the FCAT Writing Assessment
- District Pre, and Post Writing assessments
- Administration of site-developed persuasive and expository essays.
- Teacher assessment of student writing samples.
- Teacher-made assessments which test specific grammar skills
- Individualized teacher alternative or authentic assessments

Science Goal

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

Florida Education Priorities

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

Science Statement

All students in eighth grade will meet the state proficiency standards in science.

Needs Assessment

Based on the 2007 FCAT scores in Science, 36 percent of students met high standards, which is a 13 point increase over the 2006 score. Further analysis of the benchmark clusters, reveals that students performed the weakest on the Physical and Chemical benchmark cluster, earning 43 percentage points. Although, students in grade eight demonstrated an increase on the number of students meeting high standards, additional time and rigorous instruction must be implemented in order increase the percent of students meeting high standards. In addition, the sequence of lessons and activities in the instructional focus calendars will be revised and monitored to target the mastery of benchmark clusters.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer District's pre, interim, and post test to monitor student progress and isolate areas of deficiency during the school year.	Assistant Principal for Curriculum, Science Department Chairperson	10/10/2007	6/04/2008	Continuous Improvement Model	0
Implementation of the District's Curriculum Map/Scope and Sequence and site-based instructional focus calendar based upon the Sunshine State Standards.	Assistant Principal for Curriculum, Science Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	2000
Provide all students with the opportunity to engage in a minimum of 25 hands-on or computer-based laboratory activities for the benefit of learning science terminology and processing skills.	Assistant Principal for Curriculum, Science Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	12000
Implement the CIM by teachers to ensure alignment of data analysis, assessment, and remediation of skills not mastered.	Assistant Principal for Curriculum, Science Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0
Plan collaboratively and utilize District Cross Functional Science Plan activities in an effort to increase student comprehension of scientific concepts.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0
Increase the number of advanced academics and enrichment opportunities available to students.	Assistant Principal for Curriculum, Science Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	3000
Implement Regional protocol for data analysis, in which teachers identify the three weakest accountability indicators, discuss the grade level with the weakest performance in science, as well as identify the content cluster by grade level which reflected the weakest student performance. Consequently, teachers develop steps to be implemented in order to reverse the pattern of low performance.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

The science department will utilize the current state-adopted textbooks, published by Glencoe and Holt-Reinhardt and Winston.

Professional Development

Teachers will participate in the following:
 District-sponsored in-services in the areas of instructional focus calendar development, differentiated instruction, CRISS and Effective Implementation of Inquiry-based Science Strategies in the Classroom, Analyzing Data to Target Instruction, Integrating Science Instruction Effectively in the Secondary Classroom. Teachers will also participate in early release day in-services that focus on the implementation of each component of the Continuous Improvement Model.

Evaluation

All strategies will be evaluated by:
 2008 FCAT Science Test
 Benchmark assessments correlated to the Instructional Focus Calendar
 School-based FCAT Practice pre, interim, and post tests
 Individualized teacher alternative or authentic assessments
 Publisher produced assessments correlated to the state-adopted textbook

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

Miami-Dade County Public Schools

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

An examination of the parental involvement trends at Rubén Darío Middle Community School reveals that attendance has been high at extracurricular events such as student productions and presentations, book fairs, and performances. Parental participation in school activities such as, workshops, Title I monthly seminars, Parent Academies, Open House, PTSA and EESAC meetings has averaged approximately 25 percent monthly. Although parent participation increased 10 percent from the 2005-2006 to the 2006-2007 school year, school-wide parental involvement in school activities and parent organizations needs to increase this year to positively affect student achievement.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit parents at school events to join parent organizations.	Principal, Community Involvement Specialist, PTSA president, EESAC chairperson	8/20/2007	6/04/2008	Other/ Not Applicable	0
Convey information about school events via several modes, including, flyers, telephone calls through Connect-Ed, marquee, local newspaper, etc.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/04/2008	Exchange Meaningful Information	2000
Elicit parent participation in decision-making process of school issues and reforms.	Principal, Community Involvement Specialist, PTSA president, EESAC chairperson	8/20/2007	6/04/2008	Improve Public Perception	0
Arrange the Parent Center to be an attractive and accessible area for parents to obtain important information about educational and social programs in the school.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/04/2008	Exchange Meaningful Information	0
Feature special family and/or school events at the parent center and on the school website.	Principal, Community Involvement Specialist, Computer Technician	8/20/2007	6/04/2008	Exchange Meaningful Information	0
Offer inservices and courses through the Parent Academy and Title I monthly seminars on topics of interest to parents.	Community Involvement Specialist	8/20/2007	6/04/2008	Exchange Meaningful Information	0

Research-Based Programs

Professional Development

EESAC training
Parent Academy courses

Evaluation

All strategies will be evaluated by:

Attendance rosters at workshops, Open House, Title I monthly seminars, PTSA and EESAC meetings.
PTSA membership
Parent Surveys

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

An analysis of the school's 2006-2007 suspension rate indicates that the total number of suspension days decreased by 295 days when compared to the 2005-2006 school year..

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Convene the discipline committee on a monthly basis.	Principal, Assistant Principal	8/20/2007	6/04/2008	Safe and High-quality Facilities	0
Promote the "Do the Right Thing" program.	Principal, Assistant Principal, Trust Counselor	8/20/2006	6/04/2008	Safe and High-quality Facilities	0
Implement a truancy prevention program.	Principal, Assistant Principal	8/20/2007	6/04/2008	Truancy Prevention	0
Promote the Peer Counseling Program to teach students conflict resolution skills.	Principal, Assistant Principal, Trust Counselor	8/20/2007	6/04/2008	Safe and High-quality Facilities	0
Revise the attendance incentive program.	Principal, Assistant Principal	8/20/2007	6/04/2008	Truancy Prevention	

Research-Based Programs

Not Applicable

Professional Development

Teachers and staff members will participate in:
District in-services on discipline and safety, attendance improvement, conflict resolution.

Evaluation

All strategies will be evaluated by:

Suspension data on District and State Discipline Reports

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

Miami-Dade County Public Schools

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

An analysis of the use of the Student Performance Indicators (SPI) by teachers, indicates that 72 percent of the teachers are currently accessing SPI on a regular basis. However, the application is not readily used by all curricular teachers.

Measurable Objective

Given an emphasis on the utilization of technology in education, all teachers will increase their knowledge and implementation of the Student Performance Indicators (SPI) as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor utilization SPI.	Principal, Assistant Principal	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide on-going technology and data analysis support for teachers.	Principal, Assistant Principal, Computer Technician	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide hands-on training for report management.	Principal, Assistant Principal	8/20/2007	6/04/2008	Continuous Improvement Model	0
Increase the number of available computers.	Principal, Computer Technician	8/20/2007	6/04/2008	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Teachers will participate in the following:

Training in data analysis and recordkeeping
Utilization of Data Reports

Evaluation

All strategies will be evaluated by:
Monitored use of SPI for data reports.

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

The school will promote the overall health and physical fitness of students.

Needs Assessment

The results of the Monthly Statistics Summary provided by the school nurse shows that the average number of students seen monthly in school clinic averaged at 350 students and 12 for school staff members during the 2006-2007 school year.

Measurable Objective

Given emphasis on the importance of health and well-being in the physical and social development of students, the number of students taking advantage of the school clinic services will increase by ten percent during the 2007-2008 school year, as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide vaccines to eligible students at no cost.	Principal, Assistant Principal, School Nurse	8/20/2007	6/04/2008	Healthcare & Healthy Choices	0
Conduct health education classes for parents.	Principal, Assistant Principal, School Nurse	8/20/2007	6/04/2008	Healthcare & Healthy Choices	0
Assess students' fitness levels to promote early referral of health issues.	Principal, Assistant Principal, School Nurse	8/2/2007	6/04/2008	Healthcare & Healthy Choices	0
Provide health, nutrition, and physical fitness seminars to students.	Principal, Assistant Principal, School Nurse, Health Program Case Managers	8/20/2007	6/04/2008	Healthcare & Healthy Choices	0
Refer students who display signs of emotional distress to the student services department and the school Social Worker.	Principal, Assistant Principal, Grade Level Counselors, Social Worker	8/20/2007	6/04/2008	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

Health seminars provided by School Nurse and Health Program Case Managers from Jackson Memorial Hospital's Health Connect program.

Evaluation

All strategies will be evaluated by:

Clinic's Usage and Treatment Report

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

An examination of the Master Schedule for Rubén Darío Middle Community School indicates that approximately 30 percent of the students are enrolled in Intensive Reading and/or Intensive Mathematics classes, in lieu of one or more elective classes. Seventy percent of the student population is able to take advantage of elective courses. Students enrolled in remediation classes need to be afforded additional opportunities to participate in enrichment activities.

Measurable Objective

Given emphasis on the benefits of students participating in enrichment activities, the number of students participating in enrichment activities will increase by ten percent during the 2007-2008 school year, as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide additional opportunities for students to participate in live performances.	Fine Arts Department Chairperson, Principal	8/20/2007	6/04/2008	Other/ Not Applicable	0
Increase number of students participating in the Magnet Program.	Principal, Assistant Principal for Curriculum, Magnet Lead Teacher	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Increase student membership in the All-Stars After-School program.	Principal, Community School Assistant Principal, After-School Programs Coordinator	8/20/2007	6/04/2008	Academic Enrichment Opportunities	
Encourage membership in various clubs, sports, and organizations.	Principal, Club Sponsors, Assistant Principal for Activities	8/20/2007	6/04/2008	Other/ Not Applicable	

Research-Based Programs

Not Applicable

Professional Development

Select staff members will participate in district-sponsored in-services focusing on expanding enrichment program offerings in the school.

Evaluation

All strategies will be evaluated by:

Number of students participating in enrichment programs.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Ruben Dario Middle Community School will improve its ROI ranking by at least one percentile point.

Needs Assessment

Ruben Dario Middle Community School's percentile ranking is 20, compared to the highest ROI value of 55 percent.

Measurable Objective

Ruben Dario Middle Community School Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit community businesses for Dade Partnerships.	Principal, Career Specialist	8/20/2007	6/04/2008	Other/ Not Applicable	0
Use school funds and resources more efficiently.	Principal	8/20/2007	6/04/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/04/2008	Other/ Not Applicable	0
Use student data analysis results to find more effective educational strategies that meet the needs of students.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Other/ Not Applicable	0
Use purchased programs effectively and increase student participation.	Principal, Assistant Principal for Curriculum	8/20/2007	6/04/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Staff members will participate in district-sponsored inservices on grant-writing and other forms of funding sources.

Evaluation

On the next State of Florida ROI index publication, Ruben Dario Middle Community School will increase its percentile ranking by at least one percent.

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 the financial resources that should be used to ensure successful implementation of the School Improvement Plan (SIP) by funding programs that focus on initiatives that will promote the school's effort to meet or exceed our projected objectives. The EESAC has also reviewed the school's budget to determine areas that the council can provide funds to supplement educational programs.

Training:

The EESAC endorsed and recommended that all instructional personnel continue to participate in professional growth activities. The EESAC supported technology training to ensure that the instructional personnel is knowledgeable of the latest trends and technological advancements, especially related to usage of the Excelsior Gradebook Program.

Instructional Materials:

The EESAC recommended and supported the adoption of any instructional program that promotes the achievement of goals established in the School Improvement Plan.

Technology:

The EESAC recommended and supported the expansion and acquisition of additional technology at our school.

Staffing:

The EESAC supported the district's goal of recruiting and retaining effective, highly qualified teachers.

Student Support Services:

The EESAC recommended and supported maximizing services offered by the members of the Student Services Department. The counselors, school nurse, and listeners that support student concerns are an essential component in the achievement of the School Improvement Plan goals.

Other Matters of Resource Allocation:

The EESAC reviewed and made recommendations in the area of students' incentives and rewards.

Benchmarking:

The EESAC reviewed and supported initiatives to ensure that progress is made toward reaching state and district benchmarks and goals. Additionally, the EESAC evaluated and provided feedback on progress of initiatives at various evaluation points throughout the school year.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommended and supported initiatives and strategies to promote school safety and reduce discipline issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	40200
Mathematics	8400
Writing	2000
Science	17000
Parental Involvement	2000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	69600



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