

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Charles R. Drew Middle School (6141)

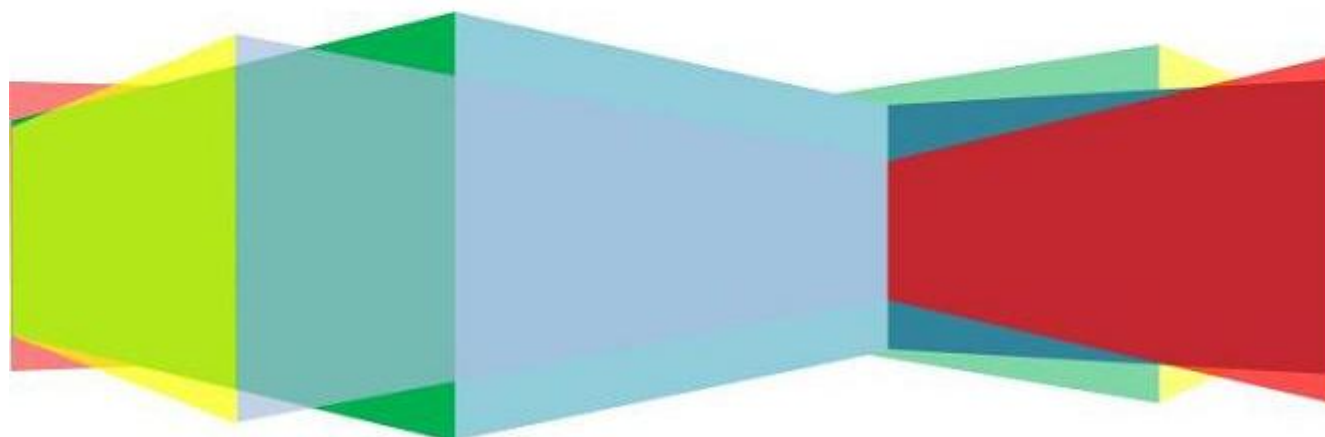
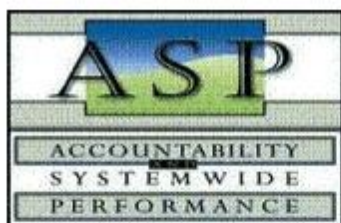
Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Gwen Coverson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Charles R. Drew Middle School will institute an instructional program with strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessments which monitors student progress through a variety of assessments including bi-weekly assessments, quarterly assessments and interim assessments which yield student performance data that will be carefully analyzed and used to focus instruction accordingly. Data collected from Charles R. Drew Middle School indicates that as students transition from one level to another their academic scores decrease. In response to this data, Charles R. Drew Middle School will implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. The sixth grade curriculum course, Classroom Inc, reflects the content of these activities.

Students at Charles R. Drew Middle School will participate in a Career Fair which will be held each year in April. This Career Fair will bring together students and community businesses in an effort to develop a real-life connection between students' work in school, and their choice of career.

Students in grades six through eight will be required to produce an annual comprehensive project that will bring concrete purpose and meaning to a wide range of content areas. Students' research projects will further prepare them for life beyond the secondary school experience by requiring independent research, planning, writing, and presentation. Research projects will be required of each student as part of a promotional activity to be completed and presented at the end of the school year.

Charles R. Drew Middle School recognizes that good instruction is the foundation that fosters learning. To address this priority, professional development for teachers and administrators will be utilized to help them choose the most appropriate technology and instructional strategies needed to meet the identified goals based on the appropriate data pertaining to students' needs. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure that the learning strategies are effectively infused into the learning process. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Charles R. Drew Middle School.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free/Reduced Lunch students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will increase their writing skills as evidenced by 96% of the students achieving high standards of 3.5 or above on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 40% in the number of students scoring at the state mastery level on the administration of the 2008 FCAT Science test as compared to the 2007 FCAT Science test.

Given the need to strengthen the link between the home, school and community in order to support the efforts of improving student achievement, Parent/Family Involvement Program will improve by showing a 5% increase in the number of parents participating in school activities and parent trainings in the school. This will be evident by comparing the parent attendance rosters for the 2006-2007 and 2007-2008 school years.

Given the need to raise student academic achievement levels, the Student Services Department will work to secure a 10% decrease in the total number of indoor and outdoor suspensions as evidenced by the COGNOS Report. To achieve this objective, the number of suspensions will drop to 581 for the 2007-2008 school year as compared to 645 for the 2006-2007 school year.

Given an emphasis on the use of technology in education, all instructional personnel will increase their usage of technology across core subject areas. Students will continue their usage of the Accelerated Reader, READ 180, Reading Plus, FCAT Explorer, Riverdeep and Classworks programs in classrooms and computer labs. Exposure to this technology will produce a 20% increase across all core areas during the 2007-2008 school year as opposed to a 12% increase in 2006-2007.

Given instructions based on the Miami Dade County Public Schools mandate FITNESSGRAM standards, students in grades six through eight will improve their 6 Subtest skills as evidenced by 50 percent of the students mastering six out of six skills on the 2007-2008 administration of the FITNESSGRAM Test as compared to 2006-2007.

The number of students enrolled in the magnet program will increase by eight (8) percent for the 2007-2008 school year as compared to the 2006-2007 school year.

Charles R. Drew Middle School will improve its ranking on the State of Florida ROI index publication from the 45th percentile in 2003 to the 50th percentile on the next publication of the index.

The results of the 2005-2006 Organizational Performance Improvement Snapshot survey tool revealed a need for improvement in the areas of Strategic Planning. The data collected demonstrated that staff as a whole perceives that they are not asked for their ideas in planning for the future and progression of our school. Additionally, staff indicated that increase recognition of individual contribution, on a consistent basis, would foster a positive working environment.



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.

6141 - CHARLES R. DREW MIDDLE SCHOOL

VISION

We are committed to ensure achievement of high academic standards for all students.

MISSION

"In the pursuit of Excellence", the staff at Charles R. Drew Middle Community School will work to ensure the maximum development of each student intellectually, socially, morally, physically, and culturally. This will prepare our students to thrive in the twenty-first century.

CORE VALUES

Excellence

We have high expectations for all stakeholders and encourage continuous improvement to impact student achievement

Citizenship

We foster an environment which respects the diversity of our community by working as a team to guarantee the educational success of all our students. We recognize that our responsibility reaches beyond our professional duties to advocate a democratic society.

Responsibility

We seek to instill qualities that will prepare students to seek and obtain academic excellence.

School Demographics

Percentage of Beginning Teachers 15%
Percentage of Student Average Attendance 93.5
Percentage of Free/Reduced Lunch 87%
Percentage of LEP .06%
Percentage of ESE 21%
Mobility Index 37
School Enrollment for next year: 650
Percentage of Utilization permanent and reloctable 98%
Title I Characterization Yes
Number of Paraprofessionals 5
Number of Teachers 45
Number of Level 1&2 Students in Reading 468
Number of Level 1&2 Students in Math 476
Class size 24

Charles R. Drew Middle School is located at 1801 NW 60th Street, in the Liberty City Community. Drew Middle opened its doors to the Liberty City Community in 1967 on 8.5 acres. The neighborhood surrounding Charles R. Drew Middle School is a moderate-socioeconomic area, where in 2005 over 91 percent of the properties sold within a one mile radius of the school sold for up to \$150,000.

The school has a current enrollment of 650 students. The student population is 94 percent African American, 5 percent Hispanic, and 1 percent Other. Approximately 86 percent of the students qualify for free or reduced lunch; therefore, Title I services are provided. The Exceptional Student Education Program enrollment is 21 percent; Five (5) percent Gifted, five (5) percent Emotionally Handicapped, one percent ESOL, one percent Speech/Language Impaired, 11 percent Specific Learning Disabled and 2.5 percent other. The Talent Magnet Program consist of 23 percent of the total student population. The average attendance for the school is 93.5 percent.

There are 45 classroom teachers, nine (9) Exceptional Student Education teachers, three (2) guidance counselors, one (1) TRUST counselor, one (1) Career Specialist, two (2) Reading Coaches, and five (5) paraprofessionals employed at Charles R. Drew Middle School. Five (5) administrators (one principal, one administrative assistant, and 3 assistant principals) manage the school. The instructional staff is comprised of 13 percent beginning teachers. Thirty-three percent of the instructional staff hold Masters Degrees, eight (8) percent hold Specialist Degrees and one (1) percent holds Doctoral Degrees. The percent of new teachers to the school is 33 percent.

At Charles R. Drew Middle School, several research-based programs are implemented to enhance the academic achievement of students. These include: Soar to Success, READ 180, READ XL, Accelerated Reader, Reading Plus, FCAT Explorer, RiverDeep, Classworks and utilization of the inclusion model for the Exceptional Student Program.

Charles R. Drew Middle School is a part of the Miami Northwestern Senior High School Feeder Pattern. This feeder pattern includes seven elementary schools and two middle schools.

The School Accountability Report revealed that 37 percent of the student population met high standards in reading, 36 percent in mathematics and 95 percent in writing. Fifty-three percent of the student population made learning gains in reading, 56 percent in mathematics, 65 percent of the lowest 25 percentile made learning gains in Reading and 56 percent of the lowest 25 percentile made learning gains in math. According to the Adequate Yearly Progress Report, 33 percent of the African American and 34 percent of the Economically Disadvantaged students scored at or above grade level in Reading and 32 percent of the students scored at or above grade level in mathematics.

School Foundation

Leadership:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 4.0, which indicated that staff as a whole feels that the leadership identifies with the vision and mission of the district as well as the school. The assessment also revealed that staff members understand that leadership does in fact make a concerted effort to involve them in the overall operation of the school, thus fostering sense of ownership and motivation toward the attainment of said goals and objectives.

District Strategic Planning Alignment:

Results from the Organizational Performance Improvement Snapshot survey revealed an overall score of 3.9 in this area, which indicated that staff members are in tune with the goals and objectives outlined as it pertains to individual achievement. The administration will make an effort to involve all personnel in future planning geared to meeting the school's goals.

Stakeholder Engagement:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 4.1 in this category. This indicated that staff members are cognizant of the needs of our customers, and are equipped to deal with those needs in an effective manner. Staff members also feel that customers are receptive to the effort put forth in meeting their needs.

Faculty & Staff:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 3.9 in this category. This indicated that employees felt that they worked together as a cohesive unit, but increased cooperation is needed for continued improvement with regard to the overall operation of the school.

Data/Information/Knowledge Management:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 4.1 in this category. This indicated that staff had an overall understanding in the role that data plays in the educational framework as it pertains to achievement. A 4.1 score on the Snapshot in the leadership category of the Snapshot indicated that staff members are confident that they are being provided with adequate information to make strategic decisions regarding instruction. Additionally, the survey also indicates that employees feel that they are provided with adequate training and information to make strategic decisions in utilizing data to make decisions about the quality of their work.

Education Design:

The Organizational Performance Improvement Snapshot survey reflected an overall score of 3.7 in this category. This indicated that staff members feel that there is an effective process for completing tasks over which they have control. The survey also revealed that staff members feel that they are not provided with the necessary resources to accomplish certain tasks.

Performance Results:

Results from the Organizational Performance Improvement Snapshot Assessment reflected a 3.9 overall score in this category, which indicated that staff members consider their work to be of high quality with customer satisfaction also at a high level. A 3.9 score on the Snapshot also revealed that staff members also agree that the organization they work with is ethically and morally sound. However, a significant number of staff indicate that they are unaware of the financial operations at their school.

Schools Graded 'C' or Below

Professional Development:

Professional Development that has been offered that supports enhanced and differentiated instructional strategies include the Continuous Improvement Model, CRISS Training, Differentiated Instruction, Learning Communities, Data Analysis Training, Classworks and FCAT Explorer. Professional development courses (including refresher courses) in Read 180 have also assisted in these strategies.

Disaggregated Data :

Student achievement data is used as tool that drives the overall instructional process. The data directs, or redirects, instructional strategies that take place in the classroom. It may be concluded that mastery is determined according to the data, which allows for a continuation to the next phase. Enrichment activities can be incorporated to further reinforce mastered skills. Non-mastery of a particular benchmark or strand guides the instructor in reteaching and remediating where it is necessary before proceeding.

Informal and Formal Assessments:

Formal assessments include the School Improvement Zone district-mandated assessments given to the students throughout the year, along with Learning Express to assess writing. Informal assessments include bi-weekly interim assessments in Language Arts, Mathematics, and Science.

Alternative Instructional Delivery Methods :

Alternative instructional delivery methods include after-school tutoring, Saturday Academy, and computer-based programs such as Classworks, FCAT Explorer, and Brainpop.

Schools Offering Primarily Grades 6 through 12

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

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

Different Innovative Approaches to Instruction, Responsibility of Teaching Reading for Every Teacher, Quality Professional Development for Teachers and Leaders, Small Learning Communities, Intensive Intervention in Reading and Mathematics, and Master Schedules Based on Student Needs (i.e. Read 180 versus Read XL courses), and Applied and Integrated Courses are all addressed under the Reading and Mathematics goals of the 2007-2008 School Improvement Plan. Course Choice Based on Student Goals/Interests/Talent is also addressed during the 7th Period AIP courses in the Reading and Mathematics goals and the Electives and Special Areas goal of the School Improvement Plan. The Parental Access and Support guiding principle is addressed under the Parental Involvement goal. Academic and Career Planning is addressed in the Discipline and Safety goal, and also through our Student Services Department with regards to activities such as Career Day.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Increase reading performance of all students.

Needs Assessment

Overall results of the 2007 FCAT Reading Sunshine State Standards test show that 37% of the students in grade six through eight met standards in Reading. This is a 1% increase from 2006 which indicates that some progress was made. However, a vast majority of the students are deficient in Reading. As per the No Child Left Behind (NCLB) yearly progress report, students in all sub-groups did not attain the desired 51% of students scoring at level 3 or above on the 2006 FCAT Reading Test. Further analysis of the data revealed that students in seventh grade demonstrated proficiency in all areas. Fifty-seven percent of the seventh grade students mastered Words and Phrases and Research and Reference, fifty-nine percent mastered Main Idea, and sixty-seven percent mastered both Comparison and Contrast. However, sixth and eighth grade students did not master any of the Benchmarks by scoring 50% and below in Words and Phrases, Main Idea, Comparison, and Research and Reference. This indicates that intervention is needed.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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, students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Site-developed bi-weekly and monthly assessments and District Interim Assessments that are aligned to the Sunshine State Standards tested benchmarks.	Administrators Reading Department Chairperson Language Arts Department Chairperson	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the Continuous Improvement Model	Administrator Reading Coaches Department Chairpersons	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement Florida's Middle Grades Rigorous Reading Requirement.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement an extended day and extended school year to offer academic improvement classes and additional learning time, remedial and enrichment classes.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Initiate a Transition Academy for 6 Grade	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Develop a school-wide instructional calendar with focus on the Reading Sunshine State Standards.	Administrators Reading Department Chairperson Reading Coach Reading Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Infuse Reading Benchmarks in the Social Studies curriculum	Administrators Reading Department Chairperson Reading Coach Social Studies Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement intervention programs during school and extended day tutorials for Level 1 and 2 students and after school tutorials for lowest 25%.	Administrators Reading Coaches Reading Department Chairperson Language Arts Department Chairperson	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement Reading Across the Curriculum using the Reciprocal Teaching and CRISS Strategies	Administrator Reading Coaches All Department Chairpersons	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Scholastic READ 180, Scholastic READ XL, Soar To Success, Reading Plus and McDougal-Littell Language of Literature Series.



School Improvement Plan 2007-2008



Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. The trainings will include CRISS Strategies, the core reading program, intervention programs and assessments used in the middle school as follows: McDougal-Littel Language of Literature, Scholastic READ 180, Scholastic READ XL, Soar To Success, Florida Oral Reading Probes Assessment, MAZE and the Diagnostic Assessment of Reading. The School-site Reading Coaches provide on-going professional development to teachers in grades 6-8 in the following: The Continuous Improvement Model, CRISS Strategies, best practices in differentiated instruction, MAZE measure and Diagnostic Assessment Training. These trainings will occur during grade level planning time. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Site-developed Bi-weekly Mini Benchmark Assessments, Interim District Assessments and three MAZE measurements will be administered to provide data to drive the instructional focus. The final evaluation will be scores reflected on the administration of the 2008 FCAT Reading test.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Increase mathematics performance of all students.

Needs Assessment

Results of the 2007, FCAT test indicate that some progress was made in the number of students meeting standards in mathematics; however a vast majority of the students indicate a deficiency in mathematics 24% of Blacks and 24% of Economically Disadvantage students. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in sub-groups (Black, Level 1, and Economically Disadvantaged students) did not attain the desired 56 percent of level 3 or above on the 2007 FCAT Mathematics test. The results indicate the six and eighth grade students scored a 40 percent in Number Sense, 32 percent in Measurement, 42 percent in Geometry, 36 percent in Algebraic Thinking, and 40 percent in Data Analysis. This reflects a need for intervention in Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free/Reduced Lunch students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement bi-weekly, monthly and district interim assessments that are aligned to the Sunshine State Standards tested benchmark.	Administrators Math Teachers Math Department Chairperson	8/20/2007	6/11/2008	Other/ Not Applicable	0
Initiate a 6th grade Transition Academy that provides activities to enhance students in acquiring knowledge, social skills, and abilities to promote effective, lifelong career development using the Classroom, Inc. series.	Administrators 6th Grade Teachers School Improvement Zone	8/20/2007	6/11/2008	Other/ Not Applicable	0
Extend the school day and year in order to provide enrichment classes for enhancing mathematical skills and intensive remediation classes for tutorial in mathematical skills.	Administrators Math Teachers Math Department Chairperson School Improvement Zone	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement a variety of teaching strategies to include CRISS, hand-on manipulative, and technology to enhance Blacks and Economically Disadvantage students in understanding mathematical skills.	Administrators Math Department Chairperson	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, placement of students in flexible tutorial groups.	Administrators Math Teachers Math Department chairperson	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the coaching model, group planning with teachers, demonstrating a strategy, practice, and feedback to support the core mathematics program.	Administrators Math Teachers Math Department Chairperson	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide an Instructional focus Calendar	Math Department Chairperson Math Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0



School Improvement Plan 2007-2008



Research-Based Programs

Classworks

Glencoe Mathematics, Application and Concept textbook Series
(Course 1, 2 and 3)
McDougal Littell Geometry
Prentice Hall Mathematics textbook Series (Algebra I and Pre-Algebra I)
Algebraic Thinking Foundations
Algebraic Thinking, Part One
Algebraic Thinking, Part Two
Bridges to Algebra (Cognitive Tutor)
Plato

Professional Development

Provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction.

Provide professional development on the Continuous Improvement model.

Provide technology professional development to improve problem solving skills.

Provide professional development in using CRISS Strategies.

Provide District's Professional Development that enhances mathematics skills.

Evaluation

School-site bi-weekly benchmark assessments will be administrated by the teacher along with summative Mathematics Standards District Assessments/Interim Assessments. Generated data will be used to redirect classroom instruction and create flexible tutorial groups. The 2008 FCAT Mathematics Test results will be evaluated by objective if 62% of students meet high standards.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Increase writing performance for 8th grade students.

Needs Assessment

Results of the 2006-2007 FCAT Writing Plus Test indicate that 95% of the eighth grade students tested scored a 3.5 or higher. In addition, 95 percent of students achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report. This indicates that a majority of students met high standards. Results from the 2006-2007 FCAT Writing Plus Test also show that 91% of students tested scored 3.5 or above in expository writing, and 92% scored 3.5 or above in persuasive writing with a combined mean score of 4.2.

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 using the Sunshine State Standards, students in grade eight will increase their writing skills as evidenced by 96% of the students achieving high standards of 3.5 or above on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement CRISS Strategies to enhance students writing.	Administrators Language Arts Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer and analyze data from the pre, progress, and posttest to drive instruction and/or establish differentiated instruction.	Administrators Reading Coach Curriculum Support Specialist Language Arts Teachers 7th Period Eighth Grade Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Incorporate writing through all content areas including strategies specific to each subgroup.	Administrators Curriculum Support Specialist Language Arts Teachers 7th Period Eighth Grade Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Develop a school-wide instructional calendar with a focus on the Writing Sunshine States Standards	Administrators Language Arts Chairperson Language Arts Teacher	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide additional remediation in writing through the extended day and extended school year.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Effective writing component of the Comprehensive Reading Program(CRP).

Professional Development

Professional development will be provided to teachers and appropriate staff every Friday morning. Trainings will include the implementation of the core writing program, intervention programs, and assessments used at the middle school level. New and beginning teachers will receive continuous mentoring. Ongoing professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning. Additionally, teachers will receive training in Best Practices, Reciprocal Teaching, CRISS Strategies, FCAT Writing Strategies and the Continuous Improvement Model.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing Plus Test. School-developed monthly assessments will be used to monitor progress towards the objective.

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

Science Statement

Increase Science performance of all students.

Needs Assessment

Results of the 2007 FCAT indicate that Charles R. Drew Middle School scored below the state mastery level in science. Further analysis also shows a 11 percent increase in the 2007 FCAT score. However, there is a need to improve in science to meet or exceed the state mastery level as evidenced from the administration of the 2008 FCAT Science test.

Only 19% of the students met standards on the Science FCAT in 2007. This year, we expect a gain of 40% on the 2008 FCAT Science Test with the implementation of the Riverdeep program, Explorer Learning applications, the Glencoe Learning series, and several weekly hands-on labs. Further analysis of the data indicate that 36% of the students mastered Physical and Chemical Science, 50% mastered Earth and Space Science, 38% mastered Life and Environmental Science and 42% mastered Scientific Thinking. This indicates that there is a need to improve our Science Skills.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 40% in the number of students scoring at the state mastery level on the administration of the 2008 FCAT Science test as compared to the 2007 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide hands-on science instruction through science investigations to gain mastery of scientific processes three times a week.	Administrators Science Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Integrate CRISS Strategies in science learning.	Administrators Science Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Engage students in science learning through science projects and exhibits.	Administrators Science Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide student an opportunity to receive remediation of science skills through the extended day and extended school year.	School Improvement Zone	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer bi-weekly, and School Improvement Zone quarterly assessments that covers the Sunshine State Standard benchmarks in Science.	Administrators Science Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Riverdeep
Glencoe Learning Series
Explorer Learning

Professional Development

Professional development will be provided by the School Improvement Zone.
Continuous Improvement Model

Evaluation

2008 FCAT Science Test

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Increase communication and parental involvement, provide more resources for job opportunity, increase awareness of Title I NCLB Afterschool Program, especially parents of the lowest 25% students, and more Title I funds for Barracuda Parents Programs from school ESSAC and Community partners or donations.

Needs Assessment

Analysis of the data reflected on the 2006-2007 Annual Title I Parent Outreach survey indicated that 13 percent of the parents attended school activities and special projects. Communications between home and school is regular and meaningful; however, parental support is underrepresented when helping with homelearning activities, conferring with teachers, and serving as volunteers. There is a great need to increase parental involvement in every area of our students' educational experiences in order to improve student achievement.

Measurable Objective

Given the need to strengthen the link between the home, school and community in order to support the efforts of improving student achievement, Parent/Family Involvement Program will improve by showing a 5% increase in the number of parents participating in school activities and parent trainings in the school. This will be evident by comparing the parent attendance rosters for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Distribute a Parent Compact to encourage home learning supervision, test awareness, high expectations, and daily attendance.	Administrators Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Maintain an on-going line of communication in three languages between the home and the school through the use of student report card, interim progress report, letters, flyers, parent handbook and school newsletter.	Administrators Teacher Social Worker Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide a Resource Center for parents with monthly workshops that will focus on parenting skills, healthcare, educational growth, and use of computer technology.	Administrators Reading Coach Media Specialist Social Worker Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Promote personal growth and partnerships in learning through the implementation of Parent Academies and the Baracuda Parent Program	Administrators Community Involvement Specialist Reading Coach Community School Assistant Principal	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide Parent nutrition classes.	Administrators Community Involvement Specialist Department of Human Services	8/20/2007	6/11/2008	Other/ Not Applicable	0
Distribute monthly parental calendars to inform parents of school activities.	Administrators Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Encourage parents to attend Title I activities, DAC meetings and Parent Academy.	Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

The National Standards of Parental and Family Involvement Program, the National PTA and Passport to Success will be implemented to guide the operation of the Parental Involvement Program for the 2007-2008 school year.

Professional Development

Professional Development will be provided to our Community Involvement Specialists by the Title I and School Improvement district personnel. The CIS, along with a parent will also attend the National Coalition of ESEA Title I/Chapter I Annual Training Conference. Ongoing Professional Development for staff will be provided as well.

Evaluation

This objective will be evaluated by monitoring the rate of parental attendance using parent attendance rosters demonstrating an increase by 5% from 2006-2007 to 2007-2008.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Decrease the number of student suspensions and afford students the opportunity to alternatives to suspension placement.

Needs Assessment

The data from the 2006-2007 Executive Summary indicated that the total number of indoor and outdoor suspensions was 645. By implementing an effective Counseling and Advisement Program, the Student Services Department will help decrease the number of total suspensions to 581.

Measurable Objective

Given the need to raise student academic achievement levels, the Student Services Department will work to secure a 10% decrease in the total number of indoor and outdoor suspensions as evidenced by the COGNOS Report. To achieve this objective, the number of suspensions will drop to 581 for the 2007-2008 school year as compared to 645 for the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide developmental group counseling for students who have been suspended to reduce disciplinary referrals.	Trust Counselors Counselors Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor a Transition Academy for sixth graders using Classroom, Inc. and Middle Moves Program.	Sixth Grade Counselor Sixth Grade Homeroom teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide student and parental counseling to students who violate the Student's Code of Conduct.	Trust Counselor Counselors Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor student Case Management System for truancy data and violation of the Student Code of Conduct.	Counselors Grade Level Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

FCCR website: www.bsifsu.edu

Professional Development

Student Services Department members will attend District workshops to acquire additional strategies to provide intervention to low-performing students in the areas of personal/social development, study skills, anger management and conflict resolution.

Evaluation

The objective will be evaluated by a comparison of the 2006-2007 to the 2007-2008 Case Management System data as related to indoor and outdoor suspension.

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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Technology Statement

Continue to emphasize the importance of faculty and student awareness of technology.
 Continue the infusion of technology across the curriculum.
 Utilize available resources to create computer labs to service all core content areas.
 Increase training to insure teacher proficiency in school based applications (i.e. Electronic Gradebook, Edusoft, etc.).

Needs Assessment

The QZAB initiative has provided us with much needed resources to enhance the use of technology schoolwide. The once limited classrooms are now equipped with state of the art computers to include a teacher workstation, with eight workstations connected to the local area network for student use. All machines have the ability to access the world wide web. Also as a result of this initiative, accessibility to technology has increased dramatically, allowing us to purchase software and create computer labs for some of our core subject areas.

The infusion of equipment and training will allow us to adequately use research and site based applications such as Excelsior Gradebook, READ 180, Accelerated Reader, Reading Plus, Riverdeep, FCAT Explorer and Classworks. Additionally, the upgrade will equip teachers with the tools they need to incorporate technology into their instruction and increase the availability of technology applications to students who would not otherwise have access to these resources.

Measurable Objective

Given an emphasis on the use of technology in education, all instructional personnel will increase their usage of technology across core subject areas. Students will continue their usage of the Accelerated Reader, READ 180, Reading Plus, FCAT Explorer, Riverdeep and Classworks programs in classrooms and computer labs. Exposure to this technology will produce a 20% increase across all core areas during the 2007-2008 school year as opposed to a 12% increase in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in activities to enhance overall knowledge and use of library resources, MDCPS online databases, and the Florida Library System (Sunlink).	Administrators Media Center Staff	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide teachers with professional development and ongoing training that will allow seamless incorporation of technology into existing subject area instruction.	Administrators Media Center Staff	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor students' recreational reading thru Accelerated Reader and Reading Counts Program.	Administrators Media Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide students with instruction in internet-based, subject area applications (FCAT Explorer, RiverDeep, Classworks, etc).	Administrators Media Center Staff Administration	8/20/2007	6/11/2008	Other/ Not Applicable	0
Encourage community participation in the Read With Me Program, which encourages parent awareness in the Accelerated Reader and Reading Counts Programs.	Administrators Media Center Specialists	8/20/2007	6/11/2008	Other/ Not Applicable	0
Upgrade the school's technology using Smart Boards, laptops, and projectors in all classrooms.	Administrators Technology Team	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Accelerated Reader
 READ 180
 Reading Plus
 Excelsior Electronic Gradebook
 National Association of Technology Strategies (NATS)
 Plato
 Edusoft
 Classworks
 Chelsea Bank
 Cognitive Tutor
 Snapshot

Professional Development

Provide ongoing professional development training in district email, electronic gradebook, AIP, Atomic Learner, and Plato Learning.

Evaluation

Provide quarterly reports of selected technological applications such as Accelerated Reader, READ 180 and Reading Plus used to direct classroom instruction. Also, provide results of the Interim Assessments, MAZE measurements and FCAT Science Test.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Increase fitness performance of all students.

Needs Assessment

FITNESSGRAM uses criterion-referenced standards to evaluate fitness performance. Performance is classified in two general areas: Healthy Fitness Zone and Needs Improvement Zone. The students are tested according to their age and performance. All students should strive to achieve a score that places them inside the HFZ. It is possible for some students to score above the HFZ. There is a certain fitness level for each of the FITNESSGRAM tests. Students who score in the Needs Improvement area should be encouraged to work toward the HFZ by slowly changing their body weight through increased physical activity and decreased consumption of high-fat foods. Results of the FITNESSGRAM Challenge Test reflect that 40 percent of students enrolled in Physical Education have met standards, however 60 percent of students have not met standards. This indicates intervention is needed in all 6 areas of the 6 tests.

Measurable Objective

Given instructions based on the Miami Dade County Public Schools mandate FITNESSGRAM standards, students in grades six through eight will improve their 6 Subtest skills as evidenced by 50 percent of the students mastering six out of six skills on the 2007-2008 administration of the FITNESSGRAM Test as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Parental awareness through written notification of the importance of the Fitness Test.	Physical Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide proper instruction in using techniques while conditioning.	Physical Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide progressive measures to gradually increase durability resistance.	Physical Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Health-infused education.	Physical Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

On going staff development to improve delivery of differentiated instructions, teaching methodology in individual strands, and integrating technology into the curriculum to enhance student achievement. The district will provide professional development.

Evaluation

2008 FITNESSGRAM Challenge Test administration should reflect 50 percent of students will increase mastery in 6 out of 6 tests.

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

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

Electives & Special Areas Statement

To recruit and identify eligible students for the magnet programs and provide quality training to prepare students for competitive and selective magnet high school program. Increase the recruitment of magnet program students.

Needs Assessment

Result of the 2006-2007 FCAT Reading Test indicate that 58 percent of the students involved in the magnet programs are reading at or above level and showed significant learning gains. This indicates that intervention is needed for the additional 42 percent to help increase the number of students eligible for "full-time" magnet program. Currently, 253 students are enrolled for the 2007-2008 school year as compared to 193 students enrolled for the 2006-2007 school year.

Measurable Objective

The number of students enrolled in the magnet program will increase by eight (8) percent for the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Host several magnet fairs and perform at identified schools in an effort to recruit eligible students.	Administrators Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide students with performance opportunities	Administrators Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement research-based programs to enhance reading in the arts.	Administrators Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0
Develop student portfolios in order to enhance literacy skills.	Administrator Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide instructions in the completion of research projects to enhance reading skills in development and writing skills program	Administrators Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0
Participate in district evaluations and competitions to enhance public presentation skills	Administrator Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0
Infuse technology into arts curriculum through portfolios and projects.	Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0
Perform a Spring Show for the community.	Fine Arts Department	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Accelerated Reader and Riverdeep.

Professional Development

On going staff development to improve the delivery of differentiated instructions, teaching methodology in individual strands integrating literacy within the curriculum, and increase technology integration in an effort to increase student achievement. Participate in professional development workshops sponsored by schools of choice.

Evaluation

The objective will be evaluated by a comparison of the 2006-2007 to the 2007-2008 students enrollment in the magnet program. Enrollment in magnet programs will increase by 8%.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Charles R. Drew Middle School will rank at or above the 50th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Charles R. Drew Middle School ranked at the 45th percentile on the State of Florida ROI index.

Measurable Objective

Charles R. Drew Middle School will improve its ranking on the State of Florida ROI index publication from the 45th percentile in 2003 to the 50th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain ongoing partnership with Dade Partners.	Administrators Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Encourage community participation with the Adopt-a-Classroom Project.	Administrators Teachers Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Charles R. Drew Middle School will show progress toward reaching the 50th percentile.

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 Committee will participate in the planning and allocation of the school-wide budget as it applies to school operations and promoting a safe learning environment.

Training:

The Executive Board and EESAC will participate in training offered through the district on proper procedures and policies. The ESSAC will also consult with the Principal to provide recommendations for professional development activities for staff. The EESAC committee will receive training on budget matters from the District

Instructional Materials:

The EESAC will provide supplemental resources to enhance district mandated instructional materials.

Technology:

The EESAC will convene a technology team to develop a clear set of goals, expectations and criteria based on state standards, students population and community concerns.

Staffing:

The EESAC will consult with the Administrative Team to provide input on the selection of personnel.

Student Support Services:

The EESAC will provide funding to bridge the gap between students, parents and administration as it pertains to the mandatory uniform policy, bereavement support, and other socioeconomic issues.

Other Matters of Resource Allocation:

The EESAC will provide recommendations to staff for the distribution of various allocated funds.

Benchmarking:

The EESAC will offer recommendations to various departments in reference to curriculum mapping, and test talk as they pertain to the instructional focus of the school.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC will assist the school operations by serving on the exclusion and discipline committee in an effort to provide a safe learning environment in conjunction with the Student Code of Conduct.

Budget Summary

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



School Improvement Plan 2007-2008



Date of Review: _____

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent