

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Doral Middle School (6151)

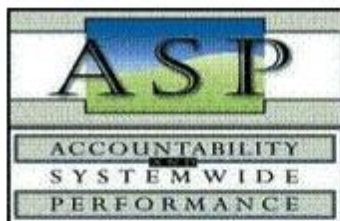
Feeder Pattern - Ronald W. Reagan/Doral Senior High School

Regional Center III

District 13 - Miami-Dade

Principal - Tatiana De Miranda

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Doral Middle School is named after the community it serves and was opened in the year 2000. This past year, the school achieved a very important milestone, having met the requirements for the Governor's A+ Plan, thus receiving an "A" for the sixth consecutive year. The school meets the academic needs of students by offering a curriculum to meet the needs of a diverse population. Gifted, advanced, and regular classes are offered in grades six through eight in language arts, mathematics, science and social studies. All students participate in character education activities across the curriculum. In an effort to prepare the student body to compete at an academically global level, Doral Middle School has begun participation in the Cambridge Program, which is a rigorous curriculum using international standards of academic success. Students enrolled in the Cambridge Program take high-level courses in Language Arts, Mathematics, and Science. Doral Middle School also participates in a special program titled "Recapturing the Vision International," which identifies female students who participate in a life skills training and educational enrichment class. Students with Disabilities (SWD) in grades six through eight take special education classes in language arts, mathematics, science, and social studies. Selected Special Education students participate in the Inclusion Program in language arts, mathematics, science, and social studies. Intensive reading and intensive mathematics classes target students who scored a Level 1 or a Level 2 in the reading and mathematics portion of the FCAT exam. Students who failed language arts and mathematics courses in grades six or seven participate in a semester-long recovery class.

The population growth in the City of Doral continues to impact student enrollment. Doral Middle School serves a 2007 – 2008 student population of 1248 students, which consists of 647 females and 611 males. Enrollment includes 252 sixth graders, 533 seventh graders, and 473 eighth graders. One hundred ninety-one students are gifted. Sixty-eight students are of Varying Exceptionalities that include three Hearing Impaired, one Visually Impaired, two Emotionally Handicapped, 42 Specific Learning Disabled, two Educable Mentally Handicapped, five Other Health Impaired, three Orthopedically Impaired and one Autistic student. Thirteen students are of Asian descent, 21 are Black, 1093 are Hispanic, 123 are white, and eight are multi-racial. Doral Middle School receives students mainly from the elementary schools in the vicinity, John I. Smith and Eugenia B. Thomas K-8 Center. Doral Middle School is now part of the Ronald Reagan/Doral Senior High School feeder pattern. Doral Middle School was awarded the Title III Grant for English Language Learners (ELL) in Technology. This grant supports a program designed to assist ELL students in their content area subjects and electives by providing tutors to translate all material and further explain concepts that they may not fully grasp in a large group setting. All ELL students in Level 1 through Level 4 are eligible.

Doral Middle School has a highly professional, qualified core group of educators. Many of the teachers have been members of the faculty since its opening in 2000. The staff participates in activities that boost teacher morale on a regular basis. Doral instructional staff is composed of 92 full time staff, 49 males and 43 females, and two part-time employees. The administrative team consists of one principal and three assistant principals. There are 61 classroom teachers, five SPED teachers, three counselors; one TRUST counselor and one Career Specialist. There is one media specialist, one teacher's aide, two LEP paraprofessionals, five clerical/secretaries, nine custodians, nine cafeteria service workers and one cafeteria manager. Nine teachers of the instructional staff are white, 12 are Black, and 73 are Hispanic. There are three beginning teachers and five teachers new to the building this school year. The regular program pupil-to-teacher ratio is 22:1. The average years of teaching experience at Doral Middle School is ten. Levels of education for instructional staff are as follows: all members of the educational staff hold at least a Bachelor's Degree, 31 percent hold a Master's Degree, 4 percent hold Specialist Degrees, 6 percent hold a Doctoral Degree. The school leadership team, known as "Curriculum Council," consists of a principal, three assistant principals, department chairpersons, grade-level team leaders, and a media specialist.

Doral Middle School prides itself on students coming to school each day. The average daily attendance is at 98.5 percent or higher. However, one of the challenges our school faces is that students leave and return to the school depending on the political situations in Latin America. Many parents have a residence in the city of Doral and travel back and forth between countries for political and economic reasons.

Given instruction based on the Sunshine State Standards, students 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.

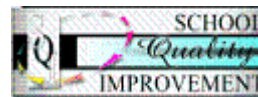
Given instruction based on the Sunshine State Standards, ELL students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5 percentage points their mathematics skills 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 increase their skill proficiency in writing, as evidenced by a 1 percent increase in the number of students scoring Level 3.5 and above on the 2008 administration of the FCAT Writing Test as compared to the 2007 administration of the FCAT Writing Test.



School Improvement Plan 2007-2008



Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the parent volunteer hourly logs for the 2006 - 2007 and 2007 - 2008 school years.

Given emphasis on a safe and orderly environment, student attendance will be maintained or increased as evidenced by a one percent increase in the attendance rate during the 2006 - 2007 school year as compared to the 2007 - 2008 school year's COGNOS reports.

Given an emphasis on the use of technology, eighty percent of Doral Middle School's students will use Reading Plus during 2007-2008 school year as evidenced by reports from the Reading Plus program.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase test results by 10 percent from the FITNESSGRAM pre-test administered in November 2007 compared to the FITNESSGRAM post-test administered in March 2008.

Given instruction based on the Sunshine State Standards, the number of students enrolled in the dance program will increase by five percent during the 2007 - 2008 school as compared to the 2006 -2007 school year.

Student performance at Doral will be equal to continue to surpass the financial resources expended for increasing student performance as evidenced by maintaining our ranking at the 97th percentile or above.

Doral Middle School will continue to achieve excellence by providing the modifications necessary in the instructional delivery to continue to fully meet the requirements of the Governor's A+ plan.

Based on the information gathered from the 2006-2007 Organizational Performance Improvement Snapshot Survey (OPIS), performance excels in all areas, with average scores of 4.0 or higher, as evidenced in Doral's OPIS survey, in which the category of Data Information Knowledge Management scored at 3.9. By compiling a category score of 4.0 members of the staff feel that they are able to have the tools necessary to analyze their work and make appropriate adjustments when necessary. Doral's administration and leadership team plan to continue the implementation of new measures to train the staff on methods to analyze the quality of their work, to make decisions, and to access needed information on how the measures they use fit into the school's overall measures of improvement. In order for teachers to feel appreciated for the work they have accomplished, there will be a "Teacher of the Month" instituted into Doral Middle School's culture.

The second area in need of improvement is the District Strategic Planning Alignment. This particular area scored 4 percent or higher on all items, with the exception of the 3.9 that was scored on item 2a: "As it plans for the future, my organization asks for my ideas." The results of Doral's OPIS Survey show a score of 4.1, indicating that the staff was aware and involved in the analysis of data to meet the school's goals. There is a need to involve all staff members in its planning process for future goals. Through leadership teams and learning communities, Doral Middle School will facilitate total staff involvement in the goal-setting process.



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.

6151 - DORAL MIDDLE SCHOOL

VISION

Doral Middle School, "Home of the Blue Dolphins," will prepare students for the twenty-first century by instilling the desire to achieve and the belief that knowledge is power.

MISSION

Following the leadership of the Principal, we create a learning environment with emphasis on the highest academic achievement which includes parental involvement through an interdisciplinary, multicultural approach.

CORE VALUES

Diverse cultural awareness empowers the students.

Organized students perform at a higher standard.

Learning leadership skills develops student character.

Pursuing divergent educational and social experiences challenges students.

High standards support academic, career, and social/personal development.

Integrated technologies enhance student learning.

Nurturing environments create responsible citizens.

Supporting learning fosters success.

School Demographics

Doral Middle School is located on approximately 18 acres of land within Regional Center III's westernmost boundary. The school is located at 5005 NW 112 Avenue. The school is named after the community it serves and was opened in the year 2000. The demographics of Doral include single family homes, town homes and apartments. The growth in this area is a constant factor and the mobility at Doral Middle School is also a challenge. Students leave and return to the school depending on the political situations in Latin America. Many parents have a residence in the city of Doral and travel back and forth between countries for political and economic reasons. Twelve percent of the students receive free or reduced lunch while the remainder of the students pay for lunch daily.

Doral Middle School serves a student population of 1248 students. Thirteen students are of Asian descent, 21 are Black, 1093 are Hispanic, 123 are White, and eight are Multi-Racial. One hundred ninety-one students are gifted. Sixty-eight students are of Varying Exceptionalities that includes three Hearing Impaired, one Visually Impaired, two Emotionally Handicapped, 42 Specific Learning Disabled, two Educable Mentally Handicapped, five Other Health Impaired, three Orthopedically Impaired and one Autistic student.

The FCAT Sunshine State Standards for Reading Trends show that 16 percent of our students scored a Level 1 and 14 percent scored a Level 2.

The FCAT Sunshine State Standards for Mathematics Trends show that 20 percent of our students scored a Level 1 and 21 percent scored a Level 2.

The FCAT for Writing Trends show that zero percent of our students scored a 1.0, zero percent scored a 1.5, one percent scored a 2.0, three percent scored a 2.5, and three percent scored a 3.0. These scores are combined for all curriculum groups.

The FCAT Sunshine State Standards for Science Trends show that 20 percent of our students scored a Level 1 and 30 percent scored a Level 2.

Scores indicate that 18 percent of Black students in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that six percent of Asian students in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 40 percent of Hispanic students in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 18 percent of Black students in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 32 percent of White students in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 59 percent of Economically Disadvantaged students in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 78 percent of English for Language Learners students in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 78 percent of Students with Disabilities in grades 6 through 8 scored below grade level on the 2007 administration of the FCAT Reading Test.

The school contains 82,837 square feet of classroom, office and computer lab space. The school has a 500 seat theater/auditorium complex, a 407 seat indoor air conditioned cafeteria, basketball courts, a physical education field, and personal fitness locker rooms. There are 39 security cameras throughout the exterior and interior of the facility to help ensure the safety of students and staff. The faculty/staff parking lot has space for 106 cars and the visitor parking lot has space for 14 cars. There is an agriscience greenhouse with gardens adjacent to the rear of the school. The media center houses a state-of-the art closed-circuit television system, one mobile lab and 6 computer stations. There are four fully equipped computer labs, one of which is mobile. Doral Middle School currently has a centralized administration client-server, and is a part of the dadeschools.net domain which includes 400 nodes, using a one gigabit backbone connection. The system utilizes fast Ethernet to classrooms, media center and the main and attendance offices.

Doral Middle School faces several challenges in maintaining an average daily attendance of 98.5 and above. The school's attendance records are above the district and state. This is maintained by promoting attendance meetings with parents, and the support of EESAC and Dade Partners. Doral Middle School has a large student population of English of Language Learners (ELL) and the students are



School Improvement Plan 2007-2008



not in attendance long enough to acquire the skills necessary to be successful on the FCAT. Parents' frequent business trips and extended holiday vacations represent challenges to regular attendance, since many of them take their children with them. Nonetheless, ELL students are required to meet the testing criteria and ultimately have an impact on the overall school grade. Therefore we are faced with the challenge of improving the need for students to read and write in English proficiently.

Doral Middle School has a highly professional, qualified core group of educators. Doral Middle School's administrative staff consists of one principal and three assistant principals. Doral instructional staff is composed of 92 full time staff, 49 males and 43 females, and two part-time employees. The administrative team consists of one principal and three assistant principals. There are 61 classroom teachers, five SPED teachers, three counselors; one TRUST counselor and one Career Specialist. There is one media specialist, one teacher's aide, two LEP paraprofessionals, five clerical/secretaries, nine custodians, nine cafeteria service workers and one cafeteria manager. Nine teachers of the instructional staff are White, 12 are Black, and 73 are Hispanic. There are three beginning teachers and five teachers new to the building this school year. The regular program pupil to - teacher ratio is 22:1. Average years of teaching experience at Doral Middle School are ten. Levels of education for instructional staff are as follows: all hold a Bachelor's Degree, 31 percent hold a Master's Degree, four percent hold Specialist Degrees, six percent hold a Doctoral Degree, and one teacher is Nationally Certified. The school leadership team, known as "Curriculum Council," consists of a principal, three assistant principals, department chairpersons, grade-level team leaders, and a media specialist. Our staff turn over rate is low due to most of the teachers being satisfied with Doral Middle School. Most of our teachers have been employed with Doral since the year it opened in 2002.

Doral Middle School's average class size for core content area subjects consists of a ratio of 22:1 in each grade level classroom. Elective classes consist of a student-to-teacher ratio of 30:1 in each grade level classroom, special education (SPED) consist of a student-to-teacher ratio of 18:2 in each grade level classroom, and ELL/Bilingual Content Curriculum (BCC) consists of a class size of 18:1 in each grade level classroom.

Doral prides itself on outstanding student achievement. The school has ranked the second highest attendance in the District. Doral Middle School's average daily attendance for the 2006-2007 school year was 98.5. Although the 2007-2008 school year just started, Doral Middle School currently rates at 98.7.

Ninety-nine percent of the students at Doral Middle school were promoted during the 2006-2007 school year. Less than one percent of the students were retained.

Doral Middle School mostly receives students from the elementary school in the vicinity, John I. Smith and from Eugenia B. Thomas K-8 Center. The school is now part of the Ronald Reagan/Doral Senior High School feeder pattern. Ronald Reagan Senior High School is graded an "A" school by the State of Florida.

Special programs consist of the following: Recapturing the Vision International which identifies female students who will participate in a life skills training and educational enrichment class, Duke University Talent Search Program, Johns Hopkins University Talent Search Program, and The Title III Grant for ELL through Technology program. This program is designed to assist ELL students in their content area subjects and electives by providing tutors to translate all material and further explain concepts that they may not fully grasp in a large group setting. All ELL students Level 1 through Level 4 are eligible. Cambridge courses are being offered in the subject areas of Language Arts, Mathematics, and Science. In addition Early Bird Creative Writing, Early Bird Orchestra I, Early Bird Chess, and Multimedia Productions are being offered.

Dade Partners participate and support the infusion of the career initiatives through guest speaking and site visits, which enrich and enhance the academic environment. Dade Partners include the following: The City of Doral Office of the Mayor, City of Doral Police Department, Montenay Power Corp., Citibank, Miami-Dade County Commission-District 12, Publix at Doral Isles, and Washington Mutual. Doral Middle School is firmly committed to establish itself as a school of excellence where students will have opportunities to reach their fullest potential.

Doral Middle School is the recipient of The Title III Grant for ELL through Technology program. The program is designed to assist ELL students in their content area subjects and electives by providing tutors to translate all material and further explain concepts that they may not fully grasp in a large group setting. All ELL students in Level 1 through Level 4 are eligible.

School Foundation

Leadership:

Leadership excels in all areas and was scored four or higher on all items, as evidenced in Doral's Organizational Improvement Snapshot Survey (OPIS), in which the category score, was 4.3. The faculty and staff believe that the leadership at Doral Middle School sets a positive vision for the direction of the school. This direction is set forth by the leadership teams, such as Educational Excellence School Advisory Committee (EESAC) and Curriculum Council.

District Strategic Planning Alignment:

District Strategic Planning Alignment scored four or higher on all items with the exception of 3.9 that was scored on item 2a: "As it plans for the future, my organization asks for my ideas." The results of Doral's Organizational Improvement Snapshot Survey show a score of 4.1 indicating that the staff is aware and involved in the analysis of data to meet the school's goals. There is a need to involve all staff members in its planning process for future goals. Through leadership teams and learning communities, Doral Middle school will facilitate total staff involvement in the goal-setting process.

Stakeholder Engagement:

Stakeholder Engagement items were all scored at four or higher. Doral Middle School's results in the Organizational Improvement Snapshot Survey indicates that the staff feels there is a higher level of customer satisfaction, as evidenced with a category score of 4.0. The leadership team plans to continue to devise ways to foster a positive rapport with all stakeholders of Doral Middle School, including the parents, students, staff, and community.

Faculty & Staff:

Faculty and Staff items scored a rating of four or higher. According to Doral's Organizational Improvement Snapshot Survey, (OPIS), these items showed a category score of 4.2. The staff at Doral truly utilizes a team approach to achieve success. From maintaining a safe learning environment to providing training for career advancement, Doral's leadership team and staff exemplifies a cohesive unit. Doral's leadership team will focus on expressing its appreciation of its outstanding staff, students, and community by recognizing accomplishments throughout the year.

Teacher Mentoring Programs: In an effort to assist beginning teachers and those new to Doral, the school provides bi-weekly workshops for these teachers. Additionally, experienced teachers serve as mentors to the beginning teachers, in order to provide the assistance and support that they may require during the first years in the classroom.

Data/Information/Knowledge Management:

Data/Information/Knowledge Management items were all scored four or higher with the exception of one 3.9 that was scored on item 5d; "I am recognized for my work." As evidenced by a category score of 4.0, members of the staff feel that they are able and have the tools to analyze their work and make appropriate adjustments when necessary. Doral's administration and leadership team plan to continue the implementation of new measures and to train the staff on methods to analyze the quality of their work, to make decisions, and access needed information on how the measures they use fit into the school's overall measures of improvement. In order for teachers to feel recognized for the work they accomplish, there will be a "Teacher of the Month" instituted into Doral Middle's culture.

Education Design:

Doral's Organizational Improvement Snapshot Survey indicates that our school scores well in the area of "Education Design," as evidenced with a category score 4.2. Our school provides before and after school tutoring throughout the school year for students seeking additional assistance in reading, mathematics, and science. These tutoring sessions are conducted by the language arts, mathematics, and science departments at Doral, and address the needs of struggling students. Students who have scored a Level 1 or 2 on the FCAT are targeted and have letters sent home at the beginning of the year. These students are also placed in Intensive Reading and/or Intensive Mathematics courses to assist in improving achievement. The tutorials and classes address each of the reading, mathematics, and science benchmarks, incorporating CRISS strategies and reciprocal teaching techniques in order to prepare students to be successful academically. In an effort to meet the needs of our English Language Learners (ELL) population, a pull out program is in place, allowing students to work in small groups on any material in which they may need additional assistance.

Performance Results:



School Improvement Plan

2007-2008



Performance Results items were all scored four or higher with the exception of two items: a 3.7 score on item 7e; "My organization removes things that get in the way of progress," and a 3.2 score on item 7c; "I know how well my organization is doing financially." Based on Doral's Organizational Improvement Snapshot Survey results, which indicate a category score of 4.1, some members of our staff feel there is a need for awareness of the schools budgetary matters. In addition, there is also a concern among staff members in regards to the removal of obstacles that may impede progress.

Doral's leadership team plans to address issues regarding the finances of the school by creating a budget committee, as well as conducting budget workshops for the faculty at-large. The leadership team also intends to open the lines of communication with the staff through learning community conversations, where various departments and leadership team members will discuss concerns that may arise and take a proactive stance in solving the issues.



School Improvement Plan 2007-2008



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.) :

<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

Pg. 8, 9 Data/Information/Knowledge Management, pg. 12, 13, 16, 17, 19, 20, 22, 23, 25, 26, 28, 29, 31, and 33 professional development sections and strategies (implemented school-wide across the board throughout the strategies).

Responsibility of Teaching Reading for Every Teacher

Pg. 15 Professional development section, pg. 17 Strategy 1, pg. 26 Strategy 4

Quality Professional Development for Teachers and Leaders

Pg. 10 and 11 Data/Information and Faculty/Staff Section, pg. 16,21,23,26,29,31, 34, and 37 Professional Development Sections.

Small Learning Communities (SLC)

Pg. 3 1st paragraph, pg. 10 Leadership section

Intensive Intervention in Reading and Mathematics

Pg. 2 1st paragraph, pg. 11 education design, pg. 20 evaluation

Course Choice Based on Student Goals/ Interests/ Talent

Pg. 2 1st paragraph, pg. 8 6th paragraph

Master Schedules Based on Student Needs

Pg. 2 1st paragraph, pg. 11 Education Design

Parental Access and Support

Pg. 10 Stakeholder Section, pg. 30 strategies 1,2,3, and 4, pg 35 Strategy 1, pg. 27 Goal

Applied and Integrated Courses

Pg. 2 1st paragraph, pg. 8 7th paragraph, pg. 35 goal

Academic and Career Planning

Pg. 2 1st paragraph, pg. 8 6th paragraph.

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

Reading Statement

Doral Middle School students will continue improving their reading skills as measured by the FCAT.

Needs Assessment



School Improvement Plan 2007-2008



Scores indicate that 45 percent of English Language Learners (ELL) in grades six through eight scored below grade level on the 2007 administration of the FCAT Reading Test. These scores were six percentage points below the State's requirement; therefore these students did not make adequate yearly progress (AYP).

Scores indicate that 69 percent of students in grades six through eight scored at or above grade level in the 2007-2008 FCAT Reading Test. These students will increase their FCAT scores by five percent in the 2007-2008 FCAT Reading Test.

Scores indicate that 17 percent of students in grades six through eight scored at Level 1 and 22% scored at a Level 2 in the 2007-2008 FCAT Reading Test.

Scores indicate that sixth grade students scored five out of eight points in the content area of Comparison on the 2007 FCAT Reading test.

Scores indicate that sixth grade students scored four out of seven points in the content area of Reference/Research on the 2007 FCAT Reading test.

Scores indicate that seventh grade students scored 15 out of 22 points in the content area of Main Idea/Purpose on the 2007 FCAT Reading test.

Scores indicate that seventh grade students scored five out of seven points in the content area of Reference/Research on the 2007 FCAT Reading test.

Scores indicate that seventh grade students scored five out of seven points in the content area of Words/Phrase on the 2007 FCAT Reading test.

Scores indicate that eighth grade students scored four out of seven points in the content area of Comparisons on the 2007 FCAT Reading test.

Scores indicate that eighth grade students scored seven out of 13 points in the content area of Reference/Research on the 2007 FCAT Reading test.

Scores indicate that 18 percent of Black students in grades six through eight scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that six percent of Asian students in grades six through eight scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 40 percent of Hispanic students in grades six through eight scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 32 percent of White students in grades six through eight scored below grade level on the 2007 administration of the FCAT Reading Test.

Scores indicate that 59 percent of Economically Disadvantaged students in grades six through eight scored below grade level on the 2007 administration of the FCAT Reading Test.

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, students 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, ELL students will improve their reading skills as evidenced by 58 percent scoring at a level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Reciprocal Teaching strategies in reading classes and language arts classes.	Administrative Team, Language Arts Chair, ELL Chair, SPED Chair	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement CRISS strategies across the curriculum to effectively teach reading strategies.	Administrative Team, Language Arts Chair, ELL Chair, SPED Chair	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Encourage students to participate in enrichment activities such as hosting book talks.	Administrative Team, Language Arts Chair	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Have mandatory before and after school tutoring for all Level 1 and Level 2 students.	Administrative Team, Language Arts Chair, SPED Chair	08/20/2007	06/05/2008	Continuous Improvement Model	6340
Schedule parent conferences for Level 1 and Level 2 students for the purpose of discussing each student's individual weaknesses in reading.	Administrative Team, Language Arts Chair, ELL Chair, SPED Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) school wide utilizing the eight - step process to ensure student achievement in reading.	Administrative Team, Language Arts Chair, ELL Chair, SPED Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use Reading Plus with all students.	Administrative Team, Language Arts Chair, SPED Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrative Team, Language Arts Chair, SPED Chair	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

1. Reading Plus
2. Read XL
3. The Cambridge Program

Professional Development

Professional development for Reading will include:

Project CRISS (Creating Independence through Student-Owned Strategies)

Beginning teachers and teachers new to the building will participate in detailed trainings geared towards the area of reading comprehension

Training in Edusoft for the interpretation of data

Implementation of Differentiated Instruction

Effective Reading Instruction in Secondary Classroom

The Big Five for Literacy Development

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by using the following strategies:

1. Teachers will monitor student achievement through District Interim Assessments
2. 2008 FCAT Reading test
3. Accelerated Reader logs
4. Student progress reports
5. Tutoring logs
6. Reading Plus reports
7. Riverdeep Analysis reports
8. Cambridge Analysis results

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Doral Middle School students will demonstrate increased performance in mathematics.

Needs Assessment



School Improvement Plan 2007-2008



Scores indicate that 71 percent of students in grades six through eight scored at or above grade level in the 2007-2008 FCAT Math Test.

Scores indicate that 15 percent of students in grades six through eight scored at Level 1 and 19% scored at a Level 2 in the 2007-2008 FCAT Math Test.

Scores indicate that sixth grade students scored four out of nine points in the content area of Measurement on the 2007 FCAT Mathematics Test.

Scores indicate that sixth grade students scored four out of eight points in the content area of Algebraic Thinking on the 2007 FCAT Mathematics Test.

Scores indicate that seventh grade students scored five out of eight points in the content area of Geometry on the 2007 FCAT Mathematics Test.

Scores indicate that seventh grade students scored five out of nine points in the content areas of Measurement and Algebraic Thinking on the 2007 FCAT Mathematics Test.

Scores indicate that eighth grade students scored five out of 12 points in the content area of Geometry on the 2006 FCAT Mathematics Test.

Scores indicate that eighth grade students scored 6 out of 12 points in the content areas of Algebraic Thinking and Data Analysis on the 2007 FCAT Mathematics Test.

Scores indicate that 39 percent of Black students in six through eight scored below grade level on the 2007 administration of the FCAT Mathematics Test.

Scores indicate that 35 percent of Hispanic students in six through eight scored below grade level on the 2007 administration of the FCAT Mathematics Test.

Scores indicate that 26 percent of White students in six through eight scored below grade level on the 2007 administration of the FCAT Mathematics Test.

Scores indicate that 44 percent of Economically Disadvantaged students in six through eight scored below grade level on the 2007 administration of the FCAT Mathematics Test.

Scores indicate that 54 percent of English for Language Learners students in six through eight scored below grade level on the 2007 administration of the FCAT Mathematics Test.

Scores indicate that 78 percent of Students with Disabilities in six through eight scored below grade level on the 2007 administration of the FCAT Mathematics Test.

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 grades six through eight will increase by 5 percentage points their mathematics skills 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
Identify and place students in advanced and gifted mathematics classes to allow for extended opportunities for higher achieving students.	Administrative Team, Mathematics Chair, Student Services Chair	08/20/2007	06/05/2008	Business Process Redesign	0
Implement the CIM school wide utilizing the four step process to ensure student achievement in Mathematics.	Administrative Team, Mathematics Chair, SPED Chair	08-20-2007	06-05-2008	Continuous Improvement Model	0
Schedule parent conferences for FCAT Level 1 and Level 2 students for the purpose of discussing students' individual weaknesses and to promote tutoring participation.	Administrative Team, Mathematics Chair, SPED Chair	10/23/2007	12/21/2008	Other/ Not Applicable	0
Target weekly benchmarks outlined by the grade level suggested Pacing Guide developed by the Division of Mathematics and Science Education.	Administrative Team, Mathematics Chair, SPED Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement before and after school tutoring for all Level 1, Level 2, and Level 3 students or above as needed.	Administrative Team, Mathematics Chair, SPED Chair	09/18/2007	5/30/2008	Continuous Improvement Model	6340
Encourage all mathematics students to use the Internet through Glencoe's, Prentice Hall's and McDougal Littell's websites to enhance the mathematics curriculum.	Administrative Team, Mathematics Chair, SPED Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Glencoe Mathematics Connections and Concepts I, II, and III
2. Prentice Hall Pre-Algebra and Algebra
3. McDougal Littell Geometry Applying Reasoning Measuring
4. The Cambridge Program

Professional Development

Professional development for Mathematics will include:

Training in Edusoft for the interpretation of data

Equity

Training of Smart Board

Training in Riverdeep

Implementation of LCD projector programs

Training on the Cambridge Scope and Sequence

Evaluation

This objective will be evaluated by using the following strategies:

1. Pre and post-test to students who participate in the tutoring program
2. Teachers will monitor student achievement through District Interim Assessments
3. The 2008 FCAT Mathematics test scores.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Scores indicate that 98% of students in grades six through eight scored at or above grade level in the 2007-2008 FCAT Writing+.

Scores indicate that two percent of students in grades six through eight did not meet standards in writing.

Scores indicate that eighth grade students scored six out of 11 points in the content area of Focus and nine out of 17 points in the content area of Convention on the 2007 FCAT 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 increase their skill proficiency in writing, as evidenced by a 1 percent increase in the number of students scoring Level 3.5 and above on the 2008 administration of the FCAT Writing Test as compared to the 2007 administration of the FCAT Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Work on year-round projects to infuse higher order thinking skills and technology in the writing process to create poetry, essays, and short stories.	Administrative Team, Language Arts Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Increase students' focus on the use of vivid vocabulary to enhance writing skills.	Administrative Team, Language Arts Chair	8/230/2007	06/05/2008	District-wide Literacy Plan	0
Implement the use of the 6.0 writing rubric for students to edit and grade sample essays.	Administrative Team, Language Arts Chair, SPED Chair, Social Studies Chair, Science Chair, Mathematics Chair, Elective Chair	08/20/2007	06/30/2008	Continuous Improvement Model	0
Incorporate the Writing Process across the curriculum.	Administrative Team, Language Arts Chair, SPED Chair, Social Studies Chair, Science Chair, Mathematics Chair, Elective Chair	08/20/2007	03/30/2008	Continuous Improvement Model	0
Arrange parent conferences for students scoring a 3.5 or below in the District –Wide writing pre-test.	Administrative Team, Language Arts Chair, SPED Chair	09/18/2007	03/30/2008	Continuous Improvement Model	0
Provide small group tutoring before or after school for those students scoring a 3.5 or lower in the District-Wide writing pre-test.	Administrative Team, Language Arts Chair, SPED Chair	09/18/2007	03/30/2008	Continuous Improvement Model	6340
Implement the CIM school wide utilizing the eight step process to ensure student achievement in writing.	Administrative Team, Language Arts Chair, SPED Chair Person	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Project CRISS

Professional Development

Professional development for Writing will include:

Professional Development will include Wild About Words in order to enhance vocabulary development

Beginning teachers and teachers new to the building will participate in various trainings to implement a variety of writing improvement strategies

Writing Across the Curriculum: Step Up to Writing

Workshop on “The Writing Process Across the Curriculum”

Evaluation

This objective will be evaluated by using the following strategies:

1. Quarterly writing prompts
2. The 2008 FCAT Writing+
3. District pre and post-writing 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 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"/>

Science Statement

Doral Middle School students will be able to apply scientific method.

Needs Assessment

Scores indicate that 29 percent of students in grade eight scored Level 3 or above on the 2007 FCAT Science test.

Scores indicate that 41 percent of students in grade eight scored Level 1. Thirty percent scored Level 2 on the 2007 FCAT Science Test.

Scores indicate that eighth grade students scored five out of 14 points in the content area of Physical and Chemical Science and six out of 13 points in the content area of Life and Environmental Science on the 2007 Science Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement tutoring targeting eighth grade students who are identified by science teachers due to low performance in science skills or classroom activities.	Administrative Team, Science Chair	9/18/2007	3/30/2008	Continuous Improvement Model	6340
Implement the CIM school wide utilizing the eight step process to ensure student achievement in science.	Administrative Team, Science Chair	8/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct inquiry based lab activities.	Science Chair	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement writing and reading activities in science classes in order to practice writing and reading while solving problems using the scientific method strategies.	Administrative Team, Science Chair	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the scientific methods and the M-DCPS "multiple Portals" to enhance the use of inquiry based learning and critical thinking skills.	Administrative Team, Science Chair	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Glencoe McGraw Hill Florida Science
2. Pearson Prentice Hall, Biology Exploring Life
3. Holt, Rinehart & Winston, Florida Earth Space
4. The Cambridge Program

Professional Development

Professional development for science will include:

Effective Implementation of Inquiry-based Science Strategies in the Classroom

Effective Implementation of Science classroom equipment

Training in Logal Express, a Riverdeep Program

Effective Implementation of Reading Strategies in the Science classroom

Effective Implementation of Writing Strategies in the Science classroom.

Evaluation

This objective will be evaluated by using the following strategies:

1. 2008 FCAT Science test
2. Teachers will monitor student achievement through teacher made and district interim assessments

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

Doral Middle School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

During the 2006 - 2007 school year parents volunteered approximately 14,000 hours.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the parent volunteer hourly logs for the 2006 - 2007 and 2007 - 2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Have grade level parent nights to explain rules and expectations of each grade level and to elicit volunteers.	Administrative team, Grade Level Counselors, Grade Level Team Leaders	9/10/2007	10/28/2008	Other/ Not Applicable	0
Provide parents with information using the NTI Connect-Ed phone communication system.	Administrative Team	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide consistent parent contact by teachers, counselors and Assistant Principals to ensure improved attendance, academics and behavior.	Administrative team, Language Arts Chair, Mathematics Chair, SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair, Social Studies Chair, Student Services Chair	8/20/2007	6/05/2008	Other/ Not Applicable	0
Notify parents via electronic grade book and/or email about students' attendance and academic standing.	Administrative Team, Language Arts Chair, Mathematics Chair, SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair, Social Studies Chair	8/20/2007	6/05/2008	Other/ Not Applicable	0
Conduct a parent volunteer luncheon as an incentive.	Administrative team, Career Specialist	8/20/2007	9/14/2007	Other/ Not Applicable	500

Research-Based Programs

Not Applicable

Professional Development

Professional development for parental involvement will include:

Training on effective utilization of volunteer hours.

Parent Academy training on:

1. The benefits of parents volunteering in the schools
2. M-DCPS - Everything you want and need to know about the school system
3. PASSPORT to success: Teaching your child study skills

Evaluation

This objective will be evaluated by using the following strategies:

1. Evidence of sign-in sheets
2. Total number of volunteer hours
3. Number of parents registered for The Parent Academy

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"/>

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

Discipline & Safety Statement

Doral Middle School will promote programs and practices that facilitate a safe and disciplined learning environment for students.

Needs Assessment

The most current data on attendance indicates that in 2006 – 2007 school year, Doral Middle School ranked number two in the District for middle schools with a 98.5 percent attendance rate.

Measurable Objective

Given emphasis on a safe and orderly environment, student attendance will be maintained or increased as evidenced by a one percent increase in the attendance rate during the 2006 - 2007 school year as compared to the 2007 - 2008 school year's COGNOS reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Have grade level parent orientations to explain the correlation between perfect attendance and student achievement.	Administrative team, Grade Level Counselors, Grade Level Team Leaders	10/25/2007	11/28/2008	Other/ Not Applicable	30
Notify parents via electronic grade book, email, and NTI Connect-Ed about students' attendance and academic standing.	Administrative Team, Language Arts Chair, Mathematics Chair, SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair, Social Studies Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Contact parents via the NTI Group when students are absent.	Administrative Team	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide consistent parent contact by teachers, counselors, and administration to ensure improved attendance.	Administrative team, Language Arts Chair, Mathematics Chair, SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair, Student Services Chair	08/20/2007	06/05/2008	Other/ Not Applicable	0
Facilitate perfect attendance field trips every nine weeks.	Administrative Team, Team Leaders	10/25/2007	5/29/2008	Other/ Not Applicable	5000

Research-Based Programs

Not Applicable

Professional Development

Professional development for Discipline and Safety will include training in the following workshops:

Middle Moves: Orientation for sixth grade students

Transition Tools: Strategies for eighth grade students

Hands are for Helping Not Hurting: Strategies for sixth, seventh and eighth grade students.

Evaluation

This objective will be evaluated by using the following strategies:

1. Nine week District Attendance ranking
2. Cognos reports on attendance and number of referrals

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

Doral Middle school will implement technology in all curricular areas.

Needs Assessment

Results from the 2006–2007 school year Reading Plus usage indicate that 67 percent of students in grades six through eight utilized technology through Reading Plus. Therefore, there is a need to increase the number of students utilizing the Reading Plus program by 10 percentage points for the school year 2007-2008.

Measurable Objective

Given an emphasis on the use of technology, eighty percent of Doral Middle School's students will use Reading Plus during 2007-2008 school year as evidenced by reports from the Reading Plus program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule semi-annual in-services for parents of students in grades six through eight to provide technology instruction on promoting the usage of Reading Plus at home.	Administrative Team, Technology Specialist, and Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify low performing students in grades six through eight based on desegregated data from quarterly assessments and provide small group tutorials utilizing the Reading Plus program.	Administrative Team, Language Arts Department, Technology Specialist, and Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Schedule semi-annual in-services for teachers of students in grades six through eight to assist in the usage of the Reading Plus program and promote professional development.	Administrative Team, Language Arts Department Chair, Technology Specialist, and Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize the Reading Plus Program as a tutorial in grades six through eight to assist with below, on, and above grade level students.	Administrative Team, Language Arts Chair, Technology Specialist, Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Reading Plus Program

Professional Development

Professional development will be provided in the following area:

1. Semi-annual Reading Plus program training for teachers in grades six through eight.

Evaluation

This objective will be evaluated and monitored by comparing reports from the Reading Plus program for the 2007-2008 school year to reports of the 2006-2007 school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Doral Middle School will promote the overall health and fitness of students.

Needs Assessment

Results of the 2006-2007 FITNESSGRAM test indicate that 61 percent of the students in Physical Education received a passing grade in the FITNESSGRAM test. In the 2007-2008 school year we will maintain or increase the level of students passing the FITNESSGRAM test to 65 percent.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase test results by 10 percent from the FITNESSGRAM pre-test administered in November 2007 compared to the FITNESSGRAM post-test administered in March 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Set realistic, individual student goals for improving health related fitness.	Administrative Team, Elective Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0
Work in conjunction with the science department to improve students' understanding of nutrition.	Administrative Team, Elective Chair , Science Chair	11/07/2007	6/05/2008	Other/ Not Applicable	0
Perform a series of activities designed to improve muscular strength and endurance, flexibility and cardio-respiratory functions.	Administrative Team, Elective Chair	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the components of the FITNESSGRAM.	Administrative Team, Elective Chair	8/20/2007	6/05/2008	Other/ Not Applicable	0
Monitor physical education program to ensure teachers select activities specifically related to assessment component items which will enhance specificity of training.	Administrative Team, Elective Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development for Physical Education will include:

Professional Development on proper test administration for the standards of the health FITNESSGRAM. Professional Development will focus on nutrition and exercise thorough activities that promote a healthier lifestyle.

Evaluation

This objective will be evaluated by comparing the results of the 2006 - 2007 FITNESSGRAM with the results of the 2007 - 2008 FITNESSGRAM.

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

Doral Middle School students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Results of the analysis of the data for the 2006 – 2007 school year showed a total of 131 students enrolled in dance class. This is due in part to students taking credit recovery courses as well as intensive reading or intensive mathematics classes required by the state.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students enrolled in the dance program will increase by five percent during the 2007 - 2008 school as compared to the 2006 -2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parent involvement and volunteering at events and fundraisers, sponsored by the Booster Club	Administrative Team, Dance Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase students' focus on creativity and complexity of choreography	Administrative Team, Dance Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Watch dance classes perform school wide via the closed circuit television to showcase dance classes.	Administrative Team, Media Specialist, Dance Teacher	11/1/2007	4/27/2008	Other/ Not Applicable	0
Conduct at least two weekly after school rehearsals for dance students.	Administrative Team, Dance Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide opportunities for students to participate in extra-curricular activities, such as community performances and competitions.	Administrative Team, Dance Teacher	10/26/2007	5/30/2008	Other/ Not Applicable	0
Organize school assemblies where dance students perform.	Administrative Team, Dance Teacher	10/26/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development for dance will include:

Dance teacher's participation in outside dance classes to acquire innovative dance techniques.

Dance teacher's participation in workshops offered for specifically for dance teachers as well as in-services offered to all teachers.

Evaluation

This objective will be evaluated by comparing student enrollment in dance classes for the 2006 - 2007 school year to the 2007 - 2008 school year.

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

Doral Middle School currently ranks in the 97th percentile statewide in the Return on Investment (ROI) index.

Needs Assessment

On the next State of Florida ROI index Publication, Doral Middle School will continue to maintain its 97th percentile status in the ROI index for the 2007-2008 school year.

Measurable Objective

Student performance at Doral will be equal to continue to surpass the financial resources expended for increasing student performance as evidenced by maintaining our ranking at the 97th percentile or above.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Share information with the general PTSA in school related budget and financial matters.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Curriculum Council to make informed purchases, monitor program effectiveness and impact on student achievement.	Administrative Team	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use data to place FCAT Level 1 and Level 2 students into before and after school tutoring programs utilizing FCAT appropriated funds.	Principal	8/20/2007	3/30/2008	Other/ Not Applicable	0
Consider shared use of facility, partnering with community agencies.	Principal, EESAC	8/20/2007	6/05/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocations.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index Publication, Doral middle school will show progress towards reaching the 90th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

Over the course of the 2006-2007 school year, the Educational Excellence School Advisory Committee (EESAC) helped decide A+ award money distribution, with four percent going to support instructional programs. The school treasurer provided an annual report to EESAC.

Training:

Informational reports were provided throughout the school year to EESAC by the School Treasurer, Director of Counseling, Director of Testing, Department Heads, and Team Leaders in order to facilitate EESAC decision making. During the 2006 -2007 school year EESAC received presentations on: Career Day Activities, Family, Career and Community Leaders of America (FCCLA) activities, Cheerleading, Agricultural Education Awards activities, School Budgeting, Interim Assessments, Cambridge Program, and Trends International Math and Science Study (TIMMS).

Instructional Materials:

EESAC effectively distributed funds provided by the General Appropriations Act to instructional departments in support of the implementation of the School Improvement Plan (SIP).

Technology:

As Doral Middle School reached its sixth year, technology needed to be addressed by EESAC only as an informational item. Doral Middle School applied for replacement of old equipment, but was informed that the District's list to upgrade old machines was on a first come, first serve basis, and that funding has been a problem every year.

Staffing:

EESAC members volunteered to serve as members of Curriculum Council, in order to help staff prepare and implement the School Improvement Plan.

Student Support Services:

Our Director of Counseling and Testing served as an EESAC member and kept the committee advised about concerns within the Student Services department, as well as school-wide testing issues.

Other Matters of Resource Allocation:

Benchmarking:



School Improvement Plan 2007-2008



EESAC members participated in departmental meetings, and attended bi-weekly meetings.

School Safety & Discipline:

A school safety and discipline committee was formed for the purpose of giving students an additional opportunity to direct misbehavior through Saturday Academy in lieu of suspension.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	6340
Mathematics	6340
Writing	6340
Science	6340
Parental Involvement	500
Discipline & Safety	5030
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	30890



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