

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**José Martí Middle School (6421)**

Feeder Pattern - Barbara Goleman Senior

Regional Center I

District 13 - Miami-Dade

Principal - Jose Enriquez, Jr.

Superintendent - Rudolph F. Crew, Ed.D.



---

## EXECUTIVE SUMMARY

---

Jose Marti Middle School was built in 1985. It is located at 5701 West 24th Avenue Hialeah, Fl. 33016 on approximately 15 acres of land imbedded in a predominately Hispanic working class area of Miami-Dade County. José Martí Middle is a Title 1, federally funded school, as eighty-two percent of the students qualify for free and reduced lunch. There are currently nine portables situated at the school site. José Martí serves approximately 1,238 students. The student population breakdown by ethnicity consists of 94.3 percent Hispanic, 3.5 percent White, Non-Hispanic, 1.2 percent Black, 0.9 percent Asian/Indian, and 0.1 percent Multiracial. Student population includes 6th, 7th, and 8th grade students 844 are standard curriculum students, 81 are gifted students, 157 are Special Education (SPED) students and 156 are English Language Learners (ELL) students. On the 2007 FCAT the subgroups included: Hispanic, Economically Disadvantaged, English Language Learners (ELL) and Students With Disabilities (SWD). The 2007 FCAT data indicates that in Reading none of the subgroups met Adequate Yearly Progress (AYP) and in Mathematics all subgroups met AYP with the exception of Students With Disabilities (SWD). In Writing, all subgroups met AYP. Jose Marti Middle School employs a total of 113 (80%) full-time staff members and 29 (20%) part-time staff members including teachers, counselors, administrators, reading coaches, office personnel, custodians, and cafeteria workers. Similar to the student body, the faculty and staff is also reflective of our multicultural society. Specifically, 17 percent of the faculty and staff is White, 18 percent is Black, 64 percent Hispanic, and 1 percent are Asian/Pacific Islander.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities (SWD) students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades six through eight will meet a 62 percent proficiency rate or higher on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will meet a 62 percent proficiency rate or higher on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will meet a 95 percent or higher proficiency rate on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 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 an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

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

Given increased attention to the importance of teachers' ability to utilize Edusoft to extract student performance data on assessments, 75 percent of all teachers will be fully proficient as evidenced by a faculty survey conducted in May 2008.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students will achieve an annual increase of 1 percent award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

As evidenced by subject selection or student requests, by the end of 2007-2008 student enrollment in upper level fine art courses will increase by 25 percentage points.

Jose Marti Middle School's Return On Investment (ROI) ranking will increase by at least one percentile point from the 49th percentile in 2004-2005 to the 50th percentile by the next publication of the Index.



# School Improvement Plan 2007-2008



Based on the Spring's self-assessment instrument, the Organizational Performance Improvement Snapshot, two areas will be the focus of improvement this year to assist our students in achieving these objectives. These areas were selected for attention after receiving low average scores of 3.7 on a 5.0 scale: "I know how well my work location is doing financially" and receiving a 4.1 on a 5.0 scale: "My work location removes things that get in the way of progress". The administrative team is committed to improve the ratings of these items, which come from the category Business Results, throughout the school year by involving more faculty and staff members in planning processes and sharing more of the financial aspects of the school's budget.



# 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.

## 6421 - JOSÉ MARTÍ MIDDLE SCHOOL

### VISION

Vision:

We are committed to continuously fostering an environment for teaching and learning that is driven by a shared set of values that include integrity, positive attitudes, respect, quality work, responsibility, discipline and team work.

### MISSION

Mission:

We consistently build and maintain our organization around practices that result in high levels of teaching and learning that promote educational excellence and create a positive and productive school culture.

### CORE VALUES

Core Values:

Integrity, Positive Attitudes, Respect, Quality Work, Responsibility, Discipline, and Team Work.

---

### **School Demographics**

---

#### Facility/Community

Jose Marti Middle School was built in 1985. It is located at 5701 West 24th Avenue Hialeah, Fl. 33016 on approximately 15 acres of land imbedded in a predominately Hispanic working class area of Miami-Dade County. It is currently undergoing structural renovations to improve the school's physical appearance in order to provide a safe, pleasing and inviting facility to our staff, students, parents and community members. José Martí Middle is a Title 1, federally funded school, as eighty-two percent of the students qualify for free and reduced lunch. There are currently nine portables situated at the school site.

#### Student Demographics

José Martí serves approximately 1,238 students. The student population breakdown by ethnicity consists of 94.3 percent Hispanic, 3.5 percent White, Non-Hispanic, 1.2 percent Black, 0.9 percent Asian/Indian, and 0.1 percent Multiracial. Student population includes 6th, 7th, and 8th grade students 844 are standard curriculum students, 81 are gifted students, 157 are Special Education (SPED) students and 156 are English Language Learners (ELL) students.

2007 Florida Comprehensive Assessment Test (FCAT) results in Reading  
6th grade: Level 1- 54 (20%), Level 2- 50 (19%) – 39% FCAT Level 1 & 2  
7th grade: Level 1- 122 (26%), Level 2- 111 (24%) – 50% FCAT Level 1 & 2  
8th grade: Level 1- 130 (31%), Level 2- 87 (20%) – 51% FCAT Level 1 & 2

2007 Florida Comprehensive Assessment Test (FCAT) results in Mathematics  
6th grade: Level 1- 58 (22%), Level 2- 84 (32%) – 54% FCAT Level 1 & 2  
7th grade: Level 1- 163 (35%), Level 2- 125 (27%) – 62% FCAT Level 1 & 2  
8th grade: Level 1- 132 (31%), Level 2- 114 (27%) – 58% FCAT Level 1 & 2

#### No Child Left Behind (NCLB)

The results of the 2007 FCAT include the following subgroups: Hispanic, Economically Disadvantaged, English Language Learners (ELL) and Students With Disabilities (SWD). The 2007 FCAT data indicates that in Reading none of the subgroups met Adequate Yearly Progress (AYP) and in Mathematics all subgroups met AYP with the exception of Students With Disabilities (SWD). In Writing, all subgroups met AYP.

#### Unique Aspects: STRENGTHS

José Martí Middle School is also moving towards the concept of uniformity and/or consistency across the grade levels with alignment of School Instructional Focus via the Continuous Improvement Model. In order to enable this process, we have analyzed in depth the Content Focus and are driving our instruction strategically to make sure that all students have mastery of all tested benchmarks. Therefore, teams were created in Reading, Mathematics, Science, and Writing to develop Instructional Focus Calendars that are to be followed across the curriculum including the Arts and Vocational studies. We have scheduled data chats throughout the school year, so that instruction is data-driven and results-based. The Instructional Focus Calendars will include a Problem of the Day (POD) from the Item Specifications in the areas of Reading, Writing, Mathematics, and Science. The outcomes of mini-benchmark assessments will result in data-driven instruction, remediation, and changes in the Instructional Focus Calendar. In addition, we have incorporated SuccessMaker and Accelerated Reader school wide. For remediation, we are implemented research-based tutorial programs and progress monitoring for the lowest 25 % using Voyager Passport and V-Math, as well as a Scholar Academy for higher performing students, FCAT Level 3, 4, 5. Additionally, FCAT Explorer, Riverdeep, Gizmos, and Read 180 are used in numerous classrooms. These literacy activities are further supported by our daily reading activities in our Knights Time period, the Word-of-the-Week activities, Monthly Graphic Organizers, and the Book-of-the-Month program. The Knights Times period correlates with our school wide Literacy Plan to include literacy across the curriculum with specific reading requirements in Language Arts classes. Our math curriculum is supplemented each day with challenging benchmark-correlated problem-of-the-day activities, and students are also challenged with weekly science FCAT benchmark simulations. Outside of the classroom, numerous tutorial programs, such as Creative Learning and Play (CLAP), SES Title I funded tutoring, and LEP tutoring funded by the Bilingual department are available to assist struggling students. José Martí Middle School also provides our students with a rich technology environment with over 300 computer stations, including four computer/ business labs equipped with SMART boards, three technology labs, 6 reading labs, a media center lab, four classroom mini-labs, and three wireless 30-unit mobile labs. Our facilities have been retro-wired to provide Internet and Intranet access to 100 percent of the classrooms. A state-of-the-art digital broadcast studio, located in our Media Center, airs student-produced telecasts daily. Additionally, our campus also boasts a Fitness Center that contains eight fitness machines, a rock climbing wall, and a variety of other weight training fitness equipment. Before and after school, students may elect to participate in numerous activities and programs such as: student clubs and organizations, district sports programs, The Fairchild Challenge, Odyssey of the Mind Competition, and Chess Competitions. Students can also select from an array of electives that allow them to expand and develop their goals, interests, and talents. To promote the importance of courses that get students ready for their future, we have implemented a career course where students will develop a career portfolio prior to entering high school.



# School Improvement Plan 2007-2008



To promote positive student behavior, our administration schedules grade-level assemblies, airs school-created videos on school policies and issues, and continually collaborates with classroom teachers and guidance counselors in monitoring our school discipline plan. Throughout the year, our students are involved in the Peer Mediation program which teaches appropriate strategies to students for conflict resolution. We also strive to celebrate the successes of our students with quarterly awards assemblies through our teams, Do the Right Thing nominations, Honor Roll and Perfect Attendance assemblies, Accelerated Reader recognition, and End-of-Year Awards Night are just a few of the ways that we recognize and applaud our students' abilities.

Parent involvement is strengthened by our hosting numerous school-site events throughout the year—Open House, FCAT Parent Nights, Curriculum Fair, Authors Tea, Fine Arts Performances, Title I parent workshops, PTSA meetings, and teacher-parent-student conferences. Parents are continually kept abreast of school activities, district policies, and state testing requirements via our ConnectEd communication system. In addition, our marquee announcements and numerous bilingual flyers are sent home with students to allow parents to remain informed and be part of the ongoing decision making process at José Martí Middle. Our web-based grade book program gives parents an ongoing glimpse of their child's academic progress.

Although various strengths encompass José Martí and they have been identified throughout the years of self-assessment, a strength that has endured is the quality and dedication of the instructional staff. Our team of teachers is committed to providing an excellent education to the students at Jose Marti Middle, and their main priority is to increase the academic achievement of our students.

### Unique Aspects: AREAS OF CONCERN

As Jose Marti makes several curriculum changes, there are always areas of concern. One area of concern is the lack of parental involvement at the school, as well as in PTSA and other school functions. Even though we have taken measures to improve parental involvement and have seen positive results, there is still a concern with involving more parents to participate in their child's education. Creating a strong paradigm that includes our students, parents, and school is our ultimate goal.

Even though Jose Marti Middle School offers several tutorial programs, the biggest concern is consistent attendance. We offer an array of programs, but at times find ourselves struggling to get the students to attend. At José Martí Middle, we will strive to create incentives and rewards for students who participate in our tutorial programs to increase consistent attendance.

### Teacher Demographics

The Leadership Team consists of the following members:

- Jose Enriquez, Jr. – Principal
- Elena Cabrera – Assistant Principal of Curriculum
- Ivette Diaz-Rubio – Assistant Principal
- Jacqueline Lewis – Assistant Principal
- Olema Herrera – Reading Coach / Reading Dept. Chair
- Cindi Cowart – Mathematics Coach / Intensive Mathematics Teacher
- Chantal Osborne – Language Arts Dept. Chair
- Mabel Phillips – Mathematics Dept. Chair
- David Brackett – Science Department Chair
- Gladys Luis – LEP Dept. Chair
- Marlene Guido – SPED Dept. Chair

The number and percentage of full-time and part-time employees is as follows:

Full Time (80%)	Part Time (20%)
202497	237303
160811	014986
248163	257495
269158	212329
119575	279235
242987	215997
154761	227464
089788	216189
232408	210829
269881	216535
239794	223005
209164	235425
210851	233351
126885	241472
174365	231886
160885	241549
262327	207759
184253	241675
244098	200272
221292	244656
118256	156333
170676	245083
160911	092572
236530	246053
153173	232090
179989	248110
145708	232618
242960	248717
185273	217362
229568	252099
123853	238929
166644	253766
186561	127270
278213	277230
206148	227489
194089	283642
154231	244202
206047	283902



# School Improvement Plan 2007-2008



217990 279066 256892 284181  
 172916 222010 240513 264489  
 143982 283377 208290 272939  
 203227 235496 264490 280598  
 266013 160721 267995 280901  
 277681 232720 196805 284175  
 285249 211566 171104 284466  
 184238 155826 118656 285478  
 207223 225466 199449 287026  
 247205 100603 123299 288170  
 174471 103483 202825  
 115025 283897 247745  
 226867 145101 100022  
 236671 197086 195800  
 185795 247904 242919  
 275722 275838  
 228131 232931  
 266100 168865  
 271221 238595

## Ethnic Breakdown:

### Faculty / Staff

Jose Marti Middle School employs a total of 113 (80%) full-time staff members and 29 (20%) part-time staff members including teachers, counselors, administrators, reading coaches, office personnel, custodians, and cafeteria workers. Similar to the student body, the faculty and staff is also reflective of our multicultural society. Specifically, 17 percent of the faculty and staff is White, 18 percent is Black, 64 percent Hispanic, and 1 percent are Asian/Pacific Islander.

### Teachers / Counselors

Specifically, we have 70 teachers, 3 counselors, 1 part time counselor, 1 TRUST counselor, and 2 reading coaches. The ethnic breakdown of teachers and counselors is as follows: 20 are White making it 26 percent, 39 are Hispanic making it 51 percent, 17 are Black making it 22 percent, and 1 is Asian/Pacific Islander making it 1 percent.

Currently, José Martí Middle School has no vacancies.

### Class Size/Teacher-to-Student Ratio

The teacher-to-student ratio is 1: 22 in 6th, 7th and 8th grade for general education and 1:15 in 6th, 7th and 8th grade for SPED with continuous efforts to maintain and reduce class sizes.

- Average class size in 6th grade is 18.6
- Average class size in 7th grade is 21.1
- Average class size in 8th grade is 20.5
  
- SPED average class size in 6th grade is 12.75
- SPED average class size in 7th grade is 10.08
- SPED average class size in 8th grade is 7.5

Furthermore, Reading classes and Intensive Mathematics classes are kept at their minimum capacity to ensure individual attention and facilitate differentiated instruction. However, efforts to increase student enrollment in advanced level courses is constantly encouraged.

### Attendance Rate

Student attendance can be an obstacle at the secondary level, but at José Martí Middle School, we continue to make improvements yearly. We improved by 1.41 percent from last year's attendance average. According to the Miami-Dade County Public Schools Attendance Reports for the 2006-2007 school year, the attendance percentage rate was 96.59 for the First Grading Period, 94.47 for the Second Grading Period, and 95.50 for the Third Grading Period. In comparison to the overall attendance rate of the District, the attendance percentage was 96.09 for the First Grading Period, 94.53 percent for the Second Grading Period, and 95.39 for the Third Grading Period. In comparison to the District, we fared higher than our District's average with the exception of the second grading period. In comparison to the overall attendance rate of Region Center I, the attendance percentage was 95.58 for the First Grading Period, 94.52 for the Second Grading Period, and 95.56 for the Third Grading Period. Overall, trends in the school data indicate that José Martí has increased from 94.41% in 2005-2006 to 95.00% in 2006-2007.

### Feeder Pattern

Students from José Martí Middle School transition to Barbara Goleman Senior High School, currently a D school / not a ZONE school. We are a strong feeder pattern that collaborates throughout the school year, conducts curriculum articulations and support each other in assisting students to transition from one level in education to another.



# School Improvement Plan

## 2007-2008



### Special Programs

Title I – Schools that qualify to be Title I receive additional funding for having a high percentage of students on free or reduced lunch. Extended Foreign Language (EFL) program - In the EFL program, students have a Spanish elective and Social Science class that is conducted in Spanish.

Gifted - All core content areas (Language Arts, Mathematics, Science, Social Studies) are offered in Jose Marti Middle.

Inclusion – We have the co-teaching model and facilitator model at Jose Marti Middle. The goal is to mainstream SPED students into the regular classroom setting, while simultaneously giving them support in order to succeed.

Tutorials- SES Provider -Federal Educational Leadership Council (FELC), Creative Learning and Play (CLAP), Media Center Tutoring Services, Tutoring Academy for Limited English Proficient Students, and Middle School Enrichment program (Saturday Academy and Scholar Academy).

### School Community Relations/Partners

José Martí receives strong support from our Region Center Directors and Region Center I Support Personnel. The Instructional Reviews that are conducted by the Region Center give viable feedback on how to improve instruction, analysis data, and increase effective professional development.

In the 2006-2007 school year, José Martí became a part of the Executive PASS Program with Ibiley. Mr. Barea, our school community partner has provided us with assistance in improving our school's appearance, providing students with uniforms, and with ideas on how to reach the community.

The City of Hialeah Police Department has provided the students and the faculty with in-services in Drug Prevention/Awareness and Gang Awareness.

The City of Hialeah awarded us with a grant for the Creative Learning and Play (CLAP) program that provided assistance with home learning and tutoring.

### Grants

Title III ESOL – 30 computers / ELLIS Program

Middle School Enrichment – Tutorial Services

Creative Learning and Play (CLAP) – After school / Home Learning program



---

## ***School Foundation***

---

### **Leadership:**

Leadership was ranked the second highest category for the school on the Organizational Performance Improvement Snapshot. The eight item category addresses a variety of leadership items, including the school's vision and mission and positive work environment. With an average score of 4.3, the self-assessment reflects Jose Marti Middle School's high ranking of the administrative team.

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

Strategic Planning, a category comprised of only four items, ranked fourth in the survey. The average score was 4.1 on a 5.0 point scale. While this score is still high, more attention can be given to involving more faculty and staff in long term planning and goals.

### **Stakeholder Engagement:**

The area of Customer and Market Focus ranked second with an average score of 4.3. One item that addresses knowledge of the most important customers ranked highest within the category with a 4.5. The faculty and staff is keenly aware of our customers and work diligently to provide the best service possible to them.

### **Faculty & Staff:**

This area of Human Resource Focus was also ranked third with an average of 4.2. While the school is now utilizing a team approach, the levels of cohesion and a willingness to help others exists and is evident on a daily basis. Further, the team approach has brought departments together in a new way. No longer is procedural business the highlight of gatherings. Now, discussion centers around the craft of teaching, the content area subject, and self-reflection. This activity builds a trust within the community to share and learn, thus improving the educational practices of the school.

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

This area of Human Resource Focus was also ranked third with an average of 4.2. While the school is now utilizing a team approach, the levels of cohesion and a willingness to help others exists and is evident on a daily basis. Further, the team approach has brought departments together in a new way. No longer is procedural business the highlight of gatherings. Now, discussion centers around the craft of teaching, the content area subject, and self-reflection. This activity builds a trust within the community to share and learn, thus improving the educational practices of the school.

### **Education Design:**

This area of the survey also ranked the highest among all of the categories with an average score of 4.4. In a review of the items, it is clear that the faculty and staff indicated the knowledge of how to measure the quality of their work, analyze the quality of their work, and use the analysis to make decisions about their work. Data is utilized not only to improve student achievement, but also to allow teachers the opportunity for professional self-reflection.

### **Performance Results:**

This area of Business Results was also ranked third with an average score of 4.2. Even though, several of the components of this area were ranked 4.3, we will work diligently to improve utilizing everyone's talents, removing things that get in the way, and informing the faculty and staff of the school's financial status.

---

## ***Schools Graded 'C' or Below***

---

### **Professional Development:**

As educators, we understand the importance of introducing different teaching styles throughout our instruction in order to meet the needs of each individual student in the classroom. This year, teachers will be offered an array of professional development opportunities ranging from a CRISS refresher, Edusoft training, differentiated instruction, technology, data analysis/ interpretation, and Writing and Reading Across the Curriculum.

### **Disaggregated Data :**

During the summer, a group of teachers united and worked collaboratively with the Assistant Principal and interpreted the 2007 FCAT scores and discussed desired outcomes for the 2007-2008 school year. As a result, an instructional focus calendar and mini benchmark assessments have been formulated and are scheduled to take place on a monthly basis throughout the school year. The results of the instructional focus calendar assessments as well as all pre and post-tests will be discussed during monthly Data Chats to determine areas of concerns within teachers and students and make necessary adjustments. Furthermore, showcase teacher strengths based on results-based data through Best Practices.

### **Informal and Formal Assessments:**

Formal and informal assessments include monthly Instructional Focus Calendar Assessments, Interim Assessments, Pre and Post-tests Reading, Writing, Mathematics and Science in August and January, FCAT Writing + in February and FCAT Assessment in March.

### **Alternative Instructional Delivery Methods :**

Delivery methods include but are not limited to small class sizes, before and after-school tutorials, cooperative learning, peer tutoring, small group pull-out, one-on-one teacher directed instruction and student-teacher conferencing.

***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 - Unique Aspects: Strengths

Responsibility of Teaching Reading for Every Teacher – Unique Aspects: Strengths (Knights Time Period / School Wide Literacy Plan)

Quality Professional Development for Teachers and Leaders – All professional development is reflective of school wide needs. Data analysis and application is an important professional development this year for all teachers and administrators.

Small Learning Communities (SLC) - Unique Aspects: Strengths

Intensive intervention in Reading and Mathematics – Unique Aspects: Strengths

Parental Access and Support – Parental Involvement

Applied and Integrated Courses – Unique Aspects: Strengths

Course Choice Based on Student Goals/Interests/Talents - Unique Aspects: Strengths

Master Schedules Based on Student Needs - All Level 1 & Level 2 students are placed in Intensive Reading and Mathematics courses.

Academic and Career Planning - Unique Aspects: Strengths

### 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 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"/>

**Reading Statement**

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2008 FCAT Reading assessment.

**Needs Assessment**



# School Improvement Plan 2007-2008



Scores on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading indicate that 48 percent of students in grades six through eight scored at or above FCAT Achievement Level 3 a decrease of 6 percent when compared to the scores for the 2006 administration. In addition, the 2007 Adequate Yearly Progress (AYP) reading data indicates that none of our subgroups: Hispanic, Economically Disadvantaged, Limited English Proficient (LEP) and Students with Disabilities (SWD) met the high standards requirement; 40 percent of the Hispanic subgroup scored at or above Level 3; 13 percent of the Limited English Proficient (LEP) subgroup scored at or above Level 3; 39 percent of the Economically Disadvantaged subgroup scored at or above Level 3; and 22 percent of the Students With Disabilities (SWD) subgroup scored at or above Level 3. All subgroups need improvement to meet the No Child Left Behind (NCLB) legislation.

Sixth grade students achieved a mean score of 43 percent in the area of Reference/Research, a mean score of 50 percent in the area of Comparisons, a mean score of 55 percent in the area of Main Idea/Purpose, and a mean score of 60 in the area of Words/Phrases.

Seventh grade students achieved a mean score of 57 percent in the area of Reference/Research, a mean score of 57 percent in the area of Words/Phrases, a mean score of 59 percent in the area of Main Idea/Purpose, and a mean score of 67 in the area of Comparisons.

Eighth grade students achieved a mean score of 43 percent in the area of Comparisons, a mean score of 46 percent in the area of Reference/Research, a mean score of 54 percent in the area of Main Idea/Purpose, and a mean score of 57 in the area of Words/Phrases.

Further analysis indicates that additional emphasis needs to be placed in Reference/Research, Main Idea/Purpose, Words/Phrases, Comparisons, and Performance Task Items to all six through eight grade students according to grade level performance on the 2007 administration.

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

### Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient (LEP) students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities (SWD) students in grades six through eight will meet a 58 percent proficiency rate or higher on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Design a grade-level Instructional Focus Calendar aligned with the District's Pacing Guide for the school-wide implementation of Reading across the curriculum that includes identification of all tested benchmark clusters, as well as the Comprehensive Research-Based Reading Plan.	Principal, Assistant Principals, Reading Coaches, Reading, Language Arts, ELL, and SPED Teachers.	08/29/07	06/05/08	Continuous Improvement Model	0
Utilize Student Performance Indicators (SPI) and Edusoft as discussions during Data Chats, to target data-driven and results-based instruction, differentiated instruction, and progress monitoring.	Principal, Assistant Principals, Reading Coaches, Reading Teachers, Language Arts Teachers, ELL Teachers, SPED Teachers	8/20/07	6/5/08	Continuous Improvement Model	3675
Identify students in all subgroups at achievement Levels 1 and 2 for the FCAT Reading as delineated in Adequate Yearly Progress (AYP) disaggregated data and offer a variety of opportunities to attend tutorials and use the following intervention materials, Voyager Passport and SuccessMaker. Tutoring will be evaluated by student progress/achievement through assessments given in tutoring.	Principal, Assistant Principals, Reading Coaches, Reading Teachers, Language Arts Teachers, ELL Teachers, SPED Teachers	08/17/07	06/05/08	District-wide Literacy Plan	15000
Identify all FCAT Reading achievement Level 1 and 2 students for placement in Intensive Reading (Read XL)/ Intensive Reading "Plus"(READ 180)courses.	Principal, Assistant Principals, Student Services Department, Reading Department	08/20/07	06/05/08	District-wide Literacy Plan	0
Administer and analyze results from the District Interim Reading Assessments, Benchmark Cluster Assessments (Pre/Post), Instructional Focus Calendar Assessments, Florida Oral Reading Fluency (F-ORF), Diagnostic Assessment of Reading (DAR) to monitor student progress and drive instruction.	Principal, Assistant Principals, Test Chairperson, Reading Coaches, Language Arts, SPED, and ELL Department Chairpersons and Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Educate teachers on how to identify data and prescribe it to meet student' individual needs according to their strengths and weaknesses in reading.	Principal, Assistant Principals, Reading Coaches, Language Arts, SPED, ELL, and Reading Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Identify, expand, monitor, and support the number of students participating in the inclusion program.	Principal, Assistant Principals, Inclusion Facilitator, Co-Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Incorporate the Jamestown Education Timed Reading Plus in Social Studies as opening routine (first 5 minutes of class) to increase fluency and reading comprehension and utilize the Reading Item Specifications samples as an instructional tool to enhance knowledge of targeted benchmarks in all Social Studies classes.	Principal, Assistant Principals, Social Studies Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	5000

Identify all FCAT Reading Level 1 and 2 students and provide tutorial services that provide additional support to help students achieve mastery level on the FCAT.	Principal, Assistant Principals, Reading Coaches, Tutorial Coordinator, Teachers	10/01/2007	06/05/2008	Academic Enrichment Opportunities	25000
Develop a monthly schedule for the completion of FCAT Explorer with grade level assigned passages and Accelerated Reader with recommended book of the month titles to facilitate the transition from independent to instructional reading level.	Principal, Assistant Principals, Language Arts/Reading Teachers, Reading Coaches	08/20/07	06/05/08	District-wide Literacy Plan	0
Introduce Word of the Week to increase daily vocabulary and enhance performance in Words/Phrases.	Principal, Assistant Principals, Language Arts Teachers, Reading Teachers, Reading Coaches	09/17/2007	06/05/2008	District-wide Literacy Plan	0
Implementation of school-wide use of SuccessMaker.	Principal, Assistant Principals, Language Arts Teachers, Reading Teachers, SPED Teachers, ELL Teachers	10/01/2007	06/05/2008	Continuous Improvement Model	0
Utilize Reading Coaches to provide standards-based staff development to assist that all teachers incorporate reading strategies throughout the curriculum.	Principal, Assistant Principals, Reading Coaches	08/20/2007	06/05/2008	Continuous Improvement Model	0

### Research-Based Programs

- Language of Literature (McDougal Littell)
- Read XL (Scholastic)
- READ 180
- FCAT Explorer
- Accelerated Reader
- Voyager Passport
- SRA Corrective Reading- Direct Instruction
- Jamestown Education- Timed Reading
- SuccessMaker

### Professional Development

- Creating Reading Independence through Student Owned Strategies (CRISS)- refresher course
- Edusoft Training / Differentiating Instruction
- Data Driven Instruction
- Best Practices / Teaching Productivity
- FCAT Explorer- refresher course
- Accelerated Reader- refresher course
- Writing and Reading Across the Curriculum
- FCAT Content Focus and Item Specifications

### Evaluation



# School Improvement Plan 2007-2008



Students in grades six through eight will improve in their reading skills as evidenced by students meeting high standards on the 2008 FCAT Reading.

**Formative:**

Instructional Focus Calendar Mini Benchmark assessments Benchmark cluster assessments (Pre/Post)

READ 180

FCAT Explorer

Florida Oral Reading Fluency (F-ORF)

CELLA

Diagnostic Assessment of Reading (DAR)

Brigance

Scholastic Reading Inventory (SRI)

Interim Reading Assessments

**Summative:**

2008 FCAT Reading Assessment



## Mathematics Goal

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

#### **Florida Education Priorities**

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

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2008 FCAT Mathematics assessment.

### **Needs Assessment**



# School Improvement Plan 2007-2008



Scores on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics indicate that 47 percent of students in grades six through eight scored at or above FCAT achievement Level 3, a decrease of 4 percent when compared to the scores for the 2006 administration. In addition, the 2007 Adequate Yearly Progress (AYP) mathematics data indicates that the Students With Disabilities (SWD) subgroup did not meet high standards; 20 percent of the Students with Disabilities (SWD) subgroup scored at or above Level 3. All subgroups need improvement to meet the No Child Left Behind (NCLB) legislation.

Sixth grade students achieved a mean score of 33 percent in the area of Measurement, a mean score of 38 percent in Algebraic Thinking, a mean score of 44 percent in Number Sense, a mean score of 44 percent in Geometry, and a mean score of 56 percent in Data Analysis.

Seventh grade students achieved a mean score of 33 percent in the area of Measurement, a mean score of 44 percent in Algebraic Thinking, a mean score of 50 percent in Geometry, a mean score of 56 percent in Number Sense, and a mean score of 56 percent in Data Analysis.

Eighth grade students achieved a mean score of 33 percent in Algebraic Thinking, a mean score of 33 percent in Data Analysis, a mean score of 42 percent in Geometry, a mean score of 42 percent in Number Sense, and a mean score of 50 percent in the area of Measurement.

Further analysis indicates that additional emphasis needs to be given in Number Sense, Measurement, Geometry, Algebraic Thinking, Data Analysis, and the Mathematics Item Specifications for all six through eight grade students according to grade level performance on the 2007 administration.

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

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will meet a 62 percent proficiency rate or higher on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will meet a 62 percent proficiency rate or higher on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze and implement school-wide benchmark-correlated problem-of-the-day activities that are based on the 2005 FCAT Math Item Specifications.	Principal, Assistant Principals, Mathematics Department Chairperson, Mathematics Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide students with performance-based activities that incorporate the use of manipulatives, problem-solving strategies, critical thinking, communication, and technology.	Principal, Assistant Principals, Mathematics Department Chairperson, Mathematics Coach	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Administer and analyze results of District Interim Mathematics Assessments, Content Focus Assessments, and the FCAT Released Test to all students.	Assistant Principal, Test Chairperson, Mathematics Department Chairperson, Mathematics Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide mathematics teachers with opportunities to analyze data through Data Chats utilizing all available data, such as previous FCAT scores, results of the FCAT Released Test, District Interim Assessments, and Content Focus Calendar Assessments to target data-driven, results-based instruction, differentiated instruction, and progress monitoring.	Principal, Assistant Principal, Mathematics Dept. Chair, Mathematics Coach	08/20/2007	06/05/2008	Continuous Improvement Model	1925
Identify low performing students, particularly those in the Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities subgroups, for placement in after-school tutoring two/three times a week and use the following intervention materials, Voyager V-Math, SuccessMaker, and Gizmos. Evaluation will be assessed by student progress/achievement on assessments in tutoring sessions.	Principal, Assistant Principals, Tutoring Coordinator	10/01/2007	06/05/2008	Academic Enrichment Opportunities	25000
Develop a grade level data-driven scope and sequence and content focus calendar aligned with the District's pacing guide.	Principal, Assistant Principals, Mathematics Dept. Chair, Mathematics, Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize the Mathematics Coach to provide ongoing high quality standards-based staff development to assist mathematics teachers in personalizing "best practices" as they implement and improve our mathematics instructional program.	Principal, Assistant Principals, Mathematics Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the school-wide use of SuccessMaker and Gizmos.	Principal, Assistant Principals, Mathematics Dept. Chair, Mathematics Coach	10/01/2007	06/05/2008	Continuous Improvement Model	0
Reinforce graphs and charts in all Social Studies classes.	Principal, Assistant Principals, Social Studies Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Identify all FCAT level 1 & 2 students and provide tutorial services that provide additional support to help students achieve mastery level on the FCAT.	Principal, Assistant Principals, Tutoring Coordinator	10/01/2007	06/05/2008	Academic Enrichment Opportunities	25000

### Research-Based Programs



# School Improvement Plan 2007-2008



- Glencoe Mathematics Series
- Voyager V-Math
- SuccessMaker
- Gizmos

## **Professional Development**

- Intra-departmental collaboration using the 2005 FCAT Math Item Specifications.
- Intra-departmental sharing of Best Practices.
- School-based training regarding data analysis and data-driven decision-making.
- Standards-based staff development delivered by collaboration, modeling, and mentoring via Mathematis Coach.

## **Evaluation**

Students in grades six through eight will improve in their mathematics skills as evidenced by students meeting high standards on the 2008 FCAT Mathematics assessment.

Formative:

- FCAT Released Tests
- Instructional Focus Calendars Mini Benchmark assessments
- District Interim assessments

Summative:

2008 FCAT Mathematics Assessment

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

### **Writing Statement**

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2008 FCAT Writing+ assessment.

### **Needs Assessment**

Scores on the 2007 FCAT Writing subtest indicate that 94 percent of students in grade eight scored at or above FCAT state mastery level 3.5, an increase of 3 percent when compared to the scores of the 2006 administration. The assessment results indicate a need for improvement since 6 percent of the students in grade eight have not met state standards in writing. Therefore, all students in grades six through eight will continue to be targeted in order to improve writing skills and monitor improvement.

### **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 meet a 95 percent or higher proficiency rate on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Design a grade-level Instructional Focus Calendar aligned with the District's Pacing Guide and Item Specifications for the school-wide implementation of writing across the curriculum that incorporates an array of writing opportunities that include essays, journals, short stories, research papers, and writing projects in order to further develop writing skills.	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	08/20/2007	06/05/2008	Continuous Improvement Model	0
Reinforce the Six Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions), through various writing techniques such as Author's Chair, Magnified Moments, Great Beginnings & Endings to focus and develop specific writing skills.	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide teacher-student conferencing for the purpose of identifying strengths and areas of concern.	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Implement the Plan-Do-Study-Act model to ensure alignment of data analysis, assessment, and remediation of skills not mastered to improve student achievement	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	08/20/2007	06/05/2008	Continuous Improvement Model	0
Administer district pre and post writing assessments to monitor student progress.	Principal, Assistant Principals, Language Arts Dept. Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Examine monthly writing samples to establish the norm for monthly instructional focus.	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	8/20/2007	06/05/2008	Continuous Improvement Model	0
Develop a school-wide writing program for all subgroups of the NCLB for grades six through eight where all courses incorporate a writing component into their daily opening routine designed to promote and enhance student writing skills development.	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide a Writing Academy tutorial to assist all students who show deficiencies on the Writing+ pretest and incorporate the Item Specifications and Sample Released Essays as intervention.	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	8/20/2007	6/05/2008	Academic Enrichment Opportunities	7000
Promote literacy events such as the Author's Tea and other writing contests that allow students to be recognized for their efforts and be exposed to different forms of writing.	Principal, Assistant Principals, Language Arts, SPED, and ELL Departments	8/20/2007	6/05/2008	District-wide Literacy Plan	100

### Research-Based Programs

- Write Traits (Great Source)
- English (Houghton Mifflin)
- Writing Item Specifications

### Professional Development

- Write Traits follow-up training sessions.
- Trainings on the six traits of the writing process.
- Training on how to utilize the Writing Performance Item Specifications as a teaching tool.
- Writing Best Practices.
- Creating Reading Interdependence through Student Owned Strategies (CRISS).
- Writing Rubric Training
- Writing and Reading Across the Curriculum



# School Improvement Plan 2007-2008



## Evaluation

Students in grade eight will improve in their writing performance as evidenced by 95 percent or higher of the students meeting high standards on the 2008 FCAT Writing +.

### Formative:

Writing+ assessments (pre/post)  
School-wide writing simulations

### Summative:

2008 FCAT Writing+ Assessment

## 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 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"/>

### **Science Statement**

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2008 FCAT Science assessment.

### **Needs Assessment**

Results of the 2007 FCAT Science assessment indicates that 18 percent of the students at Jose Marti Middle School met high standards, which is below the mastery achievement levels for both the district and the state. Scientific Thinking and Performance Tasks showed the greatest gaps between possible points and actual points earned.



### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Design a grade-level Instructional Focus Calendar aligned with the District's Pacing Guide and the Item Specifications accompanied by Instructional Focus Calendar Mini Benchmark Assessments.	Principal, Assistant Principals, Science Department Chairperson	08/20/2007	06/05/2008	Continuous Improvement Model	0
Increase students focus on annually assessed benchmarks through more practice on formative and summative assessments by incorporating Daily Problem of the Day activities as an opening routine.	Principal, Assistant Principals, Science Department	8/20/2007	6/05/2008	Continuous Improvement Model	0
Correlate the Instructional Focus Calendar with hands-on labs to increase mastery of tested benchmarks.	Principal, Assistant Principals, Science Department	8/20/2007	6/5/2008	Continuous Improvement Model	5000
Actively participate in the Fairchild Challenge to promote an inter-disciplinary school-wide approach to science.	Principal, Assistant Principals, Science Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Increase the participation of students in Odyssey of the Mind which enhances and develops critical thinking skills.	Principal, Assistant Principals, Science Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide opportunities for students to participate in Harvard's River City program for an in-depth month-long experiential problem-based learning of Scientific Thinking impacting a majority of 8th grade students.	Principal, Assistant Principals, Science Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Encourage student motivation through inquiry by participating in the South Florida Science and Engineering Fair.	Principal, Assistant Principal, Science Department	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Increase sharing of Best Practices and data analysis through Data Chats in order to identify students' and teachers' strengths and areas of concern.	Principal, Assistant Principals, Science Department	8/20/2007	6/5/2008	Continuous Improvement Model	2100
Provide the use of hands-on activities through the exploration of laboratory equipment and supplies.	Principal, Assistant Principals, Science Department	8/20/2007	6/05/2008	Academic Enrichment Opportunities	5000
Increase Science vocabulary through the use of word walls to enhance Science skills performance.	Principal, Assistant Principals, Science Department	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

- Glencoe Science Series
- Harvard University's "River City" program
- Riverdeep
- Gizmos

### Professional Development

- Vendor workshops on newly adopted textbooks.
- Review of the new Science Pacing Guide.
- Collaboration on using the FCAT Science Item Specifications and Performance Task Items.

### Evaluation



# School Improvement Plan 2007-2008



This measurable objective will be evaluated by the scores of the 2008 FCAT Science assessment.

**Formative:**

- Benchmark cluster assessments
- Teacher developed tests
- District Interim Assessments

**Summative:**

- 2008 FCAT Science Assessment

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Parental Involvement Statement**

Parents will show greater involvement in all aspects of the educational program at Jose Marti Middle School by increasing opportunities for parents to be involved in their child's education.

### **Needs Assessment**

The 2006-2007 School Climate Survey indicates that parents have a more favorable opinion of Jose Marti Middle School as indicated in the overall grade of "B" than demonstrated in the previous year's data. Furthermore, parents believe that effective instructional methods are being implemented in the classrooms. However, the School Climate Survey indicates that only 12 percent of parents have attended four or more school activities. There is a need for programs that target parental concerns and issues facing middle school students.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Community Involvement Specialist to improve parental involvement in the school through workshops and events.	Principal, Assistant Principals, Community Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Implement school events which will attract parents such as Band Concerts, Author' Tea, PTSA Workshops, Open House, Curriculum Fairs, and Family Nights.	Principal, Assistant Principals, PTSA President, All Content Area Teachers, Community Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Continue to offer Title I Parental Workshops on a regular basis with a focus on topics relevant to the middle school student/parent.	Principal, Assistant Principals, Community Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Continue to hold PTSA meetings to allow parents a forum to discuss school issues.	Principal, Assistant Principals, PTSA President	8/20/2007	6/5/2008	Improve Public Perception	0
Conduct a Content Area Families-to-School Night, Resource Fair and Curriculum Fair to inform parents of strategies they can use at home to increase student achievement.	Principal, Assistant Principals, Career Specialist, Department Chairpersons	8/20/2007	6/5/2008	Education Innovation	0
Invite parents to the school on Report Card Nights to personally pick-up their son/daughter's report card and encourage parent conferences.	Principal, Assistant Principals, Student Services Department, Community Involvement Specialist	8/20/2007	6/5/2008	Education Innovation	0
Encourage parents to utilize the Parent Resource Center to access the Grade Book parent viewer, dade school parent portal, resources to help middle school students achieve success at the secondary level, and the latest information on the FCAT assessment.	Principal, Assistant Principals, Community Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Advertise all on-site PTSA / EESAC activities on the school calendar, school website, school marquee, through special flyers, and through ConnectEd.	Principal, Assistant Principals, Community Involvement Specialist, PTSA President, EESAC Chairperson	8/20/2007	6/5/2008	Education Innovation	300

### Research-Based Programs

National Parent Teacher Student Association (PTSA) Standards for Parental Involvement

### Professional Development

- Parent Academy Workshops
- Monthly Title I Workshops for Parents
- Computer Assistance / Parent Portal training
- Parent Resource Center Information

### Evaluation

This objective will be evaluated by the records and rosters from PTSA meetings, EESAC meetings, workshop sign-in sheets, and parental signatures at school-sponsored events.

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

A safe and orderly learning environment will be provided at Jose Marti Middle School, with an emphasis on decreasing the percentage of students who are placed on outdoor suspension, improving student attendance, and implementing the Student Code of Conduct.

### **Needs Assessment**

Records from the 2007-2008 school year indicate that there were 369 suspensions.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize peer mediation/conflict resolution school-wide through the Student Services Department.	Principal, Assistant Principal, Student Services Department, Peer Mediation Coordinator	8/20/2007	6/5/2008	Student Wellness	0
Review the Student Code of Conduct when a student is assigned to indoor suspension.	Principal, Assistant Principal, SCSI Coordinator	8/14/2006	5/30/2007	Education Innovation	0
Emphasize conflict management strategies with students in personal/social counseling sessions.	Principal, Assistant Principals, Student Services Department	8/20/2007	6/7/2008	Student Wellness	0
Increase parental involvement in issues pertaining to student discipline.	Principal, Assistant Principals, Student Services	8/20/07	6/5/08	Student Wellness	0
Provide alternative discipline strategies in lieu of outdoor suspension.	Principal, Assistant Principals, Student Services Department	8/20/07	6/5/08	Student Wellness	0
Decrease the number of critical response incidents.	Principal, Assistant Principals	8/20/07	6/5/2008	Student Wellness	0
Implementation of a school wide discipline action plan.	Principal, Assistant Principals, Teachers, SCSI Instructor	8/20/07	6/5/08	Education Innovation	0

### Research-Based Programs

- Peer Mediation
- Conflict Management

### Professional Development

- School-based Peer Mediation training
- Assertive Classroom Management

### Evaluation

A comparison of the outdoor suspension records from the 2006-2007 school year and the 2007-2008 school year will show a 10 percentage point decrease in the number of outdoor suspensions.

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

### **Technology Statement**

A school-wide focus on the use of data-driven decision-making will make use of technological tools to extract data, therefore increasing the technological proficiency skills of instructional staff.

### **Needs Assessment**

A survey conducted in May 2007 revealed that only twenty-five percent of all teachers are fully proficient in the use of Edusoft.

### Measurable Objective

Given increased attention to the importance of teachers' ability to utilize Edusoft to extract student performance data on assessments, 75 percent of all teachers will be fully proficient as evidenced by a faculty survey conducted in May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide all teachers with information regarding relevancy and possible uses for Edusoft.	Administrators, Reading Coaches, Testing Chairperson	8/20/07	6/5/08	Education Innovation	0
Develop and implement a system to monitor the use of Edusoft data among all teachers.	Administrators	8/20/07	6/5/08	Education Innovation	0
Provide all teachers with the district training information packet with the contact information for technical support.	Administrators, Reading Coaches	8/20/07	6/5/08	Education Innovation	0
Provide continuous hands-on professional development opportunities for teachers to utilize Edusoft.	Administrators, Reading Coaches, Test Chairperson	8/20/07	6/5/08	Education Innovation	0

### Research-Based Programs

- Edusoft

### Professional Development

- Differentiating Instruction utilizing Edusoft.
- Hands on Practice Accessing Edusoft.
- Scanning Edusoft
- Interpreting the Data from Edusoft

### Evaluation

A survey will be completed by all instructional personnel prior to May 2008. Teachers will be asked to rate their Edusoft data system level of proficiency. At least 80 percent of the instructional personnel will indicate proficiency when utilizing Edusoft.



## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

Students at José Martí Middle School will develop physical competence, health-related fitness, and cognitive understanding about physical activity, so that they may adopt a healthier and physically active lifestyle.

### **Needs Assessment**

Results of the 2007 Fitness Gram indicate that 34 percent of the 600 students tested at José Martí Middle School received a gold or silver award. The Fitness Gram, which measures students' health-related fitness, was administered to 93 percent of the population enrolled in Physical Education.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students will achieve an annual increase of 1 percent award recipients as measured by the FITNESSGRAM , based on the previous year's percent of award winners.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal, Assistant Principal, Physical Education Department	8/20/07	6/5/08	Education Innovation	0
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities, such as, flexibility, muscular strength, muscular endurance, and cardiovascular activities.	Principal, Assistant Principal, Physical Education Department	8/20/07	6/5/08	Education Innovation	0
Promote awareness about the importance of physical activity, fitness, and healthy eating habits.	Principal, Assistant Principal, Physical Education Department	08/20/07	06/05/08	Education Innovation	0
Administer a pretest/posttest to determine baseline measures for the Fitness Gram.	Principal, Assistant Principal, Physical Education Department	8/20/07	6/5/08	Continuous Improvement Model	0
Continue to encourage participation in school-sponsored sports.	Assistant Principal, Physical Education Department, Coaches	8/20/07	6/5/08	Student Wellness	1000

### Research-Based Programs

- Fitness Gram

### Professional Development

- District Physical Education courses
- Fitness Gram training
- Water Safety Training

### Evaluation

This objective will be evaluated by a 1 percent increase of award recipients on the 2007 Fitness Gram, as compared to the 2007 results.

## 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 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"/>

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

Students at Jose Marti Middle School will elect to take more upper level fine arts courses.

### **Needs Assessment**

Enrollment in the fine arts has been declining due to students being scheduled for mandatory reading and mathematics courses. Additional emphasis needs to be placed on recruiting students and sustaining the numbers of students in the program.

### Measurable Objective

As evidenced by subject selection or student requests, by the end of 2007-2008 student enrollment in upper level fine art courses will increase by 25 percentage points.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a teaming approach in selected classes to foster a positive relationship between artistic creativity and performing arts.	Principal, Assistant Principals, Art, Band, and Drama Instructor	8/20/07	6/5/08	Education Innovation	0
Promote departmental participation in the Fairchild Challenge.	Principal, Assistant Principals, Art and Drama Instructor	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Inform students about fine arts courses offered via academic counseling, PA announcements, in-school television broadcasts, and the school newspaper.	Principal, Assistant Principal, Art, Band, and Drama Instructor, Newspaper Instructor	8/20/07	6/5/08	Education Innovation	0
Publicize fine arts student awards and recognition throughout the school year via PA announcements, in-school television broadcasts, and the school newspaper.	Assistant Principals, Art, Drama, and Band Instructor, Newspaper Instructor	8/20/07	6/5/08	Education Innovation	0
Encourage and sponsor student involvement in local and District fine arts competitions.	Principal, Assistant Principals, Art, Drama, and Band Instructor	8/20/07	6/5/08	Education Innovation	0
Advocate school-wide curriculum integration of the fine arts.	Principal, Assistant Principals, Art, Drama and Band Instructor	8/20/07	6/05/08	Education Innovation	0

### Research-Based Programs

- Glencoe Art series
- Glencoe Exploring Theatre series

### Professional Development

- Project CRISS
- Attending state level fine arts conferences
- Attending District fine arts conferences

### Evaluation

This objective will be evaluated by comparing the current enrollment in fine arts advanced level classes to the pre-enrollment numbers for next year's fine arts advanced level classes.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

### **Return On Investment Statement**

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

### **Needs Assessment**

Compared to similar schools, Jose Marti Middle School's percentile ranking is 49. The most recent data supplied by the Florida Department of Education indicates that in 2004-2005, Jose Marti Middle School ranked in the 49th percentile in the State of Florida ROI Index.

### Measurable Objective

Jose Marti Middle School's Return On Investment (ROI) ranking will increase by at least one percentile point from the 49th percentile in 2004-2005 to the 50th percentile by the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify the lowest quartile students early and provide additional assistance.	Principal, Assistant Principals, Reading Coaches, Language Arts and Math Departments	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principals	8/20/2007	6/5/2008	Continuous Improvement Model	0
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal, Assistant Principals, Department Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use purchased programs effectively and increase student participation.	Principal, Assistant Principals, Department Chairpersons	8/20/2007	6/5/2008	Education Innovation	0
Analyze student data to find effective strategies to fit their needs.	Principal, Assistant Principal, All Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

### Research-Based Programs

- Language of Literature (McDougal Littell)
- Read XL (Scholastic)
- READ 180
- FCAT Explorer
- Accelerated Reader
- Voyager Passport
- SRA Corrective Reading – Direct Instruction
- Jamestown Education – Timed Reading
- SuccessMaker
- Glencoe Mathematics Series
- Voyager V-Math
- SuccessMaker
- Gizmos
  
- Write Traits (Great Source)
- English (Houghton Mifflin)
- Glencoe Science Series
- Harvard University's "River City" program
- Riverdeep's Logal Middle School Science program
- Gizmos

### Professional Development



# School Improvement Plan

## 2007-2008



- Administrative Trainings: Action Research, MEP, PACES, Budget, Truancy, and MAC Training.
- Creating Reading Independence through Student Owned Strategies (CRISS)- refresher course
- Edusoft Training Differentiated Instruction
- Data Driven Instruction
- Best Practices / Teaching Productivity
- FCAT Explorer - refresher course
- Accelerated Reader – refresher course
- Writing and Reading Across the Curriculum
- FCAT Content Focus and Item Specifications
- Intra-departmental collaboration using the 2005 FCAT Mathematics Item Specifications.
- Intra-departmental sharing of Best Practices.
- School-based training regarding data analysis and data-driven decision-making.
- Standards-based staff development delivered by collaboration, modeling, and mentoring via Mathematics Coach.
- Write Traits follow-up training sessions.
- Trainings on the six traits of the writing process.
- Training on how to utilize the Writing Performance Item Specifications as a teaching tool.
- Writing Best Practices
- Creating Reading Interdependence through Student Owned Strategies (CRISS)
- Writing Rubric Training
- Intra-department review of the Science Pacing Guide and its correlation with the Instructional Focus Calendar.
- Intra-department briefing on FCAT Science Item Specifications and Performance Task Items.

### **Evaluation**

On the next State of Florida ROI Index publication, Jose Marti Middle School will show progress towards reaching the 50th percentile rank.

**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 supports the administrative efforts to improve student achievement and will budget financial resources to support their efforts.

**Training:**

The EESAC recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. In the past, CRISS training sessions have been funded by EESAC.

**Instructional Materials:**

The EESAC supports the school's enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement.

**Technology:**

The EESAC supports and commends the faculty and staff of Jose Marti Middle School in their progress with technological advances, including e-mail and electronic gradebook programs.

**Staffing:**

The EESAC commends the administration for hiring additional security staff to insure a safe learning environment. Also, the EESAC supports hiring additional instructional personnel to lower class sizes.

**Student Support Services:**

The EESAC recommends that the Student Services department continue to provide valuable academic, personal, social, career counseling to the student population. The EESAC commends the Peer Mediation program and encourages its continuation.

**Other Matters of Resource Allocation:**

The EESAC offers support in the school's endeavors in improving student achievement.

**Benchmarking:**

The EESAC recommends that the small learning communities continue as they provide an opportunity for instructional staff to share best practices and departmental self-reflection.

**School Safety & Discipline:**





# School Improvement Plan 2007-2008



The EESAC supports the school's efforts to maintain a safe learning environment.

---

***Budget Summary***

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	48675
Mathematics	51925
Writing	7100
Science	12100
Parental Involvement	300
Discipline & Safety	0
Technology	0
Health & Physical Fitness	1000
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>121100</b>



# 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*