

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Arthur and Polly Mays Middle Community School (6431)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - KENNETH COOPER

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Arthur & Polly Mays Middle Community School, located in Goulds, Florida serves a school population of 675 students. The school population reflects the multiethnic nature of the community. Approximately 43 percent of the school population is enrolled in the visual and performing arts and broadcasting magnets. Eighty-eight percent of the student body qualify for free or reduced priced meals. The School Performance Excellence Plan concept described below was developed as a result of the analysis and evaluation of pertinent data, including the 2006-2007 Florida Comprehensive Assessment Test (FCAT), FCAT Writing Test, District assessments and the Organizational Performance Improvement Snapshot survey. The Educational Excellence School Advisory Council also made recommendations.

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

Given instruction based on the Sunshine State Standards, 51 percent of the Black students in grades six through eight will score a Level three or higher on the 2007 FCAT Reading test.

Given instruction based on the Sunshine State Standards, the number of Hispanic students meeting high standards will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the number of Students with Disabilities (SWD) students meeting high standards will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

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

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 25 percent points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

During the 2007-2008 school year, parental involvement will increase by ten percent as compared to 2006-2007 as evidenced by attendance records from EESAC rosters, Title I rosters, magnet parent council rosters, volunteer logs and membership in the PTSA.

Given the school-wide initiative to foster an atmosphere of discipline and safety the school's overall outdoor suspension rate will decrease by ten percent for the 2007-2008 school year when comparing data from MDCPS suspension report for 2006-2007 to the 2007-2008 report.

Given the school-wide initiative of educational technology, emphasis will be placed on upgrading the wiring, computers, hardware and software at the school site as evidenced by a 5% increase in expenditures.



School Improvement Plan

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Given instruction based on the Sunshine State Standards students in grades six through eight will improve their physical fitness as evidenced by a three percent increase on the 2008 administration of the Miami-Dade County Public Schools Fitnessgram; as compared to data from the 2006–2007 MDCPS Fitnessgram.

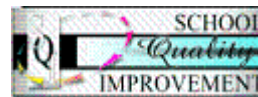
Given the need to include the arts in academic areas, magnet enrollment in the visual and performing arts will increase by 10 percent when comparing enrollment data from the 2006-2007 school year to the 2007-2008 school year.

Arthur and Polly Mays Middle Community School will improve its ranking on the State of Florida ROI index publication from the 27th percentile in 2004 to the 28th percentile on the next publication of the index.

Overall results of the Organizational Performance Improvement Snapshot Survey (O.P.I.S.) indicate that the faculty and staff of Arthur and Polly Mays are moving in a positive direction. Results of the 2007 O.P.I.S. showed that the faculty and staff were concerned with process management and strategic planning, both ranking out of five points. Data revealed that additional efforts must be initiated by the leadership team to address these concerns. Efforts to improve the previously mentioned categories have been addressed in the formulation of the 2007-2008 School Improvement Plan.



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.

6431 - ARTHUR & POLLY MAYS MIDDLE COMMUNITY SCHOOL

VISION

The vision of Arthur and Polly Mays Middle Community School is to provide all students with an opportunity to obtain a comprehensive education which prepares them to become productive citizens.

MISSION

The mission of Arthur and Polly Mays Middle Community School is to provide quality learning experiences that encourage educational excellence, foster individual student and faculty growth and prepare students and staff for advancement within our global society.

CORE VALUES

Arthur & Polly Mays Middle Community School is dedicated to academic excellence, quality service, parent and student relationships, and quality communication between the school and the community that it serves.

School Demographics

Facility/Community

Arthur and Polly Mays Middle Community School is located on thirteen acres in South-Miami Dade County at 11700 SW 216 Street, Goulds, Florida. The neighborhood surrounding Mays is a moderate to low socioeconomic area. Three buildings house 52 classrooms including two computer labs. A state-of-the-art Media Center that houses the Broadcasting Magnet was constructed in 2003. A new administrative office complex was also constructed in 2002. This sixty-plus-year-old building has been retro-wired to provide Internet service for all classrooms. During the 2005-2006 school year, the building was painted to promote a visually aesthetic and environmentally safe atmosphere for the students and community. Mays Middle School has three portables which provide additional student stations for instruction. Ninety-two percent of Mays Middle School students are on free and/or reduced priced meals and therefore the school participates in the Title I Program.

Student Demographics

The anticipated total population of Arthur and Polly Mays Middle Community School for the 2007 – 2008 school year is 675. The demographic profile consists of: 75 percent standard curriculum, 31 percent special education (SPED), four percent gifted and five percent English Language Learners (ELL). The school population reflects the multiethnic nature of the community. The ethnic breakdown is as follows: four percent White, 41 percent Hispanic, 52 percent Black, two percent multi-racial and one percent Asian. Sixty-nine percent of Mays Middle School students scored at Levels 1 and 2 in Reading and 68 percent of students scored at Levels 1 and 2 in Mathematics. The Talent Magnet Program consists of 33 percent of the total student population. The average attendance for the school is 93.62 percent.

Arthur and Polly Mays Middle Community School endeavors to become more involved with the community through regularly scheduled parent workshops and inservices. An Open House at the school site is scheduled twice a year for parents to meet teachers.

Parent/teacher meetings are held every Friday morning at 8:25 a.m.. This forum is for parents to communicate with classroom teachers, counselors, and administrators any and all concerns regarding their child's progress.

Unique Aspects: AREAS OF STRENGTH

Mays offers extensive tutorial services and enrichment opportunities. Instructional programs are designed to provide students with comprehensive educational program.

Mays addresses parental needs by providing parent nights, an adolescent program and community school classes. The community school enrolls over 600 students per year in a variety of classes including basic literacy, college courses, floral arrangement, and computer literacy. The community school also runs a summer program for school children ranging in age from six to twelve years. A Visual and Performing Arts Magnet as well as a standard academic program utilizing a modified block schedule are in place for students in sixth through eighth grade.

Unique Aspects: AREAS OF CONCERN

Given the loss of experienced teachers to other districts and states, maintaining stability in the teaching ranks is difficult. The lack of availability of teachers in critical shortage areas such as reading, science and special education (SPED) greatly impacts the instructional program. Due to the high mobility rate of teachers, it has become increasingly difficult to maintain a highly qualified leadership team and to encourage teachers to take on additional responsibilities such as peer mentoring, department head positions and tutoring. Enrollment at Arthur and Polly Mays Middle Community School has declined over the past six years. Reasons for this decline include; other magnet schools including Ammons Middle, Southwood Middle, Cutler Ridge Middle, Homestead Middle School and various charter schools. Parental involvement continues to be a critical area of concern. Emphasis must be placed on increasing parental participation within the Parent-Teacher-Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC). Additionally, strategies need to be incorporated to increase business partnerships designed to support student achievement.

Teacher Demographics

Mays Middle School has 80 authorized fulltime positions and 53 part-time employees. The instructional personnel include four National Board certified teachers, 45 regular education and SPED certified teachers, one reading coach, one media specialist, and a part time occupational specialist, a community involvement specialist, a trust counselor, two counselors and one behavior management teacher (BMT). A full time program specialist has been provided to address SPED student needs. The ethnic make-up of the staff is as follows: 14 (26 percent) White, 24 (44 percent) Black and 16 (30 percent) Hispanic. Presently, Mays Middle School has five open positions which is a concern for the administration as it relates to providing adequate instruction. High teacher mobility and lack of teachers retention are challenges that Mays Middle School faces. The leadership team at Mays Middle School consists of the principal, assistant principals, core subject department chairs, magnet school lead teacher, and the student services department chair.

Class Size/Teacher to Student Ratio



School Improvement Plan 2007-2008



The class size ratio at Mays Middle School is one teacher to every 24 students for general education students and one teacher to every 18 SPED students.

Attendance Rate

The student attendance rate at Mays Middle School is 93.62 percent, a marked increase from the 2005-2006 school attendance rate of 93.05 percent. The rate of attendance at Mays Middle School is 1.34 percent lower than the district average of 94.96 percent.

Promotion/Retention Rates

Forty-seven students were retained upon completion of the 2006-2007 school year, constituting six percent of the student population and a match to the district's six percent rate of retention in 2005-2006 school year. Ninety-four percent of the student population at Mays Middle was promoted to the next grade level with the same 94 percent average promotion rate at the district.

The instructional focus remains on the reading, mathematics and writing programs. Current data reveals that the majority of students at Arthur and Polly Mays Middle Community School are performing below grade level in these areas. Although some progress was made during the 2006-2007 school year, FCAT results indicate that additional strategies must be implemented during the 2007-2008 school year in order to raise student achievement.

Feeder Pattern

Mays Middle School is a part of the Miami Southridge Feeder Pattern which consists of twelve elementary schools, four middle schools and two high schools. Students from Pine Villa Elementary, Caribbean Elementary, South Miami Heights Elementary and other surrounding elementary schools are recruited through magnet choice options that feed into Mays Middle School. Eighth grade students from Mays Middle School transition to Miami Southridge Senior High (graded an F school according to the Governor's A+ Plan). Selected students also attend surrounding Schools of Choice i.e., Coral Reef Senior and Robert Morgan Educational Center.

Special Programs

Students at Mays have an opportunity to participate in various clubs including dance, drama, chess, mathematics, science, Future Business Leaders of America, Future Teachers of America, Chamber of Commerce, Student Council, Color guard/flag team, Cheerleading, Weather, Environmental, and Recycling. Additionally, students can participate in activities such as tennis, volleyball, basketball, track and field, and cross country. The school also has a viable Visual and Performing Arts Magnet that draws students from 21 targeted elementary schools.

School Community Relations/Partners

Arthur and Polly Mays Middle Community School endeavors to become more involved with the community through regularly scheduled parent workshops and in-services. An Open House at the school site is scheduled twice a year for parents to meet teachers. Parent/teacher meetings are held every Friday morning at 8:25 a.m. This is a forum in where parents can communicate with classroom teachers, counselors and administrators regarding their child's progress or other concerns. The EESAC (Education Excellence School Advisory Council) serves as a link to the community addressing financial assistance for various projects designs to improve student achievement. Meetings are held monthly and are staggered to provide more parents with an opportunity to attend.

Grants

Arthur and Polly Mays Middle School participated in the David Fairchild Tropical Gardens grant which offered students the opportunity to experience the environment and participate in hands-on science excursions. A butterfly garden was designed and executed as a result of these initiatives. A science symposium has been held as a culminating activity during the past two years with the involvement of community agencies such as the National Park Service, Florida International University, Nursing Association and Goulds Optimist. Title I School Improvement Grant provided funding to upgrade technology and tutorial services.

School Foundation

Leadership:

Utilizing data collected from the May 2007 Organizational Performance Improvement Snapshot survey stakeholders feel that the leadership at Arthur and Polly Mays Middle School is strong. All statements within the leadership component averaged at least a 4.1 out of five score. The lowest numerical average was given in conjunction with the statement relating to the leadership ranking (3.6) indicating that school personnel would like the leadership team to ask them what they think about issues affecting the school.

District Strategic Planning Alignment:

Items addressed in strategic planning indicate that the teachers/staff at Arthur and Polly Mays Middle Community School understand the importance of planning and implementing goals and objectives designed to achieve academic excellence. All statements within strategic planning averaged at least a 3.9 out of five score. The lowest average was a 3.6 indicating staff members would like to have more input in planning for the future. Strategies will be developed to provide all stakeholders with an opportunity to present their ideas through EESAC meetings, department meetings, PTSA/Parent council meetings and faculty meetings. Additional objectives will be addressed for the 2007-2008 school year in the areas of parental involvement, discipline and safety, technology, health and fitness and the arts.

Stakeholder Engagement:

Based on the OPIS, customer satisfaction and market focus averaged a 4.1. Evidence of this being an excellent indicator for what is happening at Arthur and Polly Mays Middle Community School, according to the results of the School Climate Survey for 2006-2007. Faculty and staff agreed there is positive communication between parents, students, and teachers, addressing the areas of discipline, academics and parental participation. All schools site personnel are available to assist parents with any and all concerns regarding their child's education and future progress. Emphasis will placed on increasing parental involvement and addressing concerns as they arise.

Faculty & Staff:

Based on data from the OPIS, Human Resources ranked a 3.9 out of a possible five points indicating that our staff members utilize a team approach in the planning of school objectives and goals. Assistance is provided to new teachers through Professional Growth Teams consisting of peer teachers and administrators. Additionally, the district has provided a curriculum support specialist for new teachers.

Newly created professional learning communities provide the entire faculty with an opportunity to share new and innovative ideas that will enhance educational excellence and a vehicle for implementation.

Data/Information/Knowledge Management:

Based on data from the OPIS, measurement, analysis and knowledge management ranked the highest a 4.2 out of a possible five points indicating that our staff members utilize a team approach in the planning of school objectives and goals. Assistance is provided to new teachers through Professional Growth Teams consisting of peer teachers and administrators. Additionally, the district has provided a curriculum support specialist for new teachers.

Newly created professional learning communities provide the entire faculty with an opportunity to share new and innovative ideas that will enhance educational excellence and a vehicle for implementation. Additional support for the 2007-2008 school year will be provided by reading, science and math coaches.

Education Design:

Data obtained from the OPIS survey indicates all statements within this component averaged at least 4.0 out of a five score indicating that the faculty and staff utilize data to monitor student progress. This information enables monitoring, reflection, and remediation of school improvement objectives.

Performance Results:



School Improvement Plan 2007-2008



Overall results of the OPIS indicate that the faculty and staff of Arthur and Polly Mays are moving in a positive direction. Results of the OPIS showed that the faculty and staff were concerned with Human Resources and strategic planning, both ranking 3.9 out of five points. Data revealed that additional efforts must be initiated by the leadership team to address these concerns. Efforts to improve the previously mentioned categories have been addressed in the formulation of the 2007-2008 School Improvement Plan.

Schools Graded 'C' or Below

Professional Development:

Arthur and Polly Mays Middle Community School provides pertinent professional development opportunities for teachers to acquire essential skills needed to deliver effective instruction.

A needs assessment was conducted with the leadership team to identify opportunities for improvement for the 2007-2008 school year. Emphasis will be placed on school-wide literacy, classroom management and technology.

Additionally, teachers will be provided with on-going professional development opportunities relating to data collection and analysis through whole group and small learning communities to ensure differentiated instruction is occurring throughout the school.

Disaggregated Data :

Teachers will be provided professional development utilizing the eight steps of the Continues Improvement Model (CIM). Data analysis is a crucial component of the CIM and can successfully improve the quality of instruction with proper implementation.

Emphasis will be placed on disaggregating data throughout the school to ensure School Improvement Plan (SIP) objectives and strategies are implemented successfully.

Utilization of the regional focus calendar, bi-weekly assessments, district assessments and school site tests will provide data. The literacy leadership team and departments will utilize the data to determine the strengths and weaknesses of our students. Instructional strategies identified in the SIP will be reviewed and modified as needed by the Instructional Leadership Team to ensure student success.

Informal and Formal Assessments:

Arthur & Polly Mays Middle Community School will utilize Regional Center VI's bi-weekly benchmark assessments, District Interim Assessments, teacher created tests and the 2007 FCAT.

The literacy coach will ensure that students enrolled in intensive reading classes are administered the Oral Reading Fluency (ORF) probe and the Diagnostic Assessment of Reading (DAR).

Additional assessment data will be collected from Read 180, Reading Plus, Odyssey and GIZMO

Alternative Instructional Delivery Methods :

Emphasis will be placed on providing teachers with professional development in the area of differentiated instruction techniques and CRISS strategies.

Computer programs will be utilized in Reading, Mathematics and Science to remediate and enrich student learning. Programs include: Read 180, Reading Plus, Accelerated Reader, Odyssey and Gizmo.

Supplemental Educational Service providers will also assist in tutoring identified students.

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



School Improvement Plan 2007-2008



DIFFERENT INNOVATIVE APPROACHES

Addressed in both our reading and mathematics objectives.

RESPONSIBILITY OF TEACHING READING OF EVERY TEACHER

Addressed in our reading objective.

QUALITY PROFESSIONAL DEVELOPMENT FOR TEACHERS AND LEADERS

Covered in all of our objectives. Regional Center VI has also established professional development opportunities to support the school-site.

SMALL LEARNING COMMUNITIES

Arthur & Polly Mays Middle Community School utilizes teams in grades 6-8. This allows teachers to plan collaboratively and reinforce difficult concepts. Additionally, our Friday parent meetings provide parents, students and teachers with an opportunity to discuss concerns in a small group setting.

INTENSIVE INTERVENTION IN READING AND MATHEMATICS

Addressed in both our reading and mathematics objectives.

COURSE CHOICE BASED ON STUDENT GOALS/INTERESTS TALENT

Through our subject selection process, students are exposed to a variety of electives and magnet opportunities within the visual and performing arts. Students are accepted to the magnet program based on talent. Teachers also identify students for advanced academic and gifted classes. Students can receive high school credit in Earth Space Science and Honors Algebra.

MASTER SCHEDULES BASED ON STUDENTS NEEDS

The master schedule is created with the individual needs of our student population taken into consideration. The magnet program provides unique opportunities for students to be double blocked in an area of interest.

PARENTAL ACCESS AND SUPPORT

Parents are kept abreast of their child's education through Connect-Ed messages, the parent portal, Friday parent conferences, Open House and parent nights throughout the year.

APPLIED AND INTEGRATED COURSES

Interdisciplinary units will be utilized to ensure integrated curriculum across all subject areas.

ACADEMIC AND CAREER PLANNING

Counselors and the career specialist work with students utilizing Middle Moves, Transition Tools and career portfolios. Community involvement plays a crucial role by providing career and job opportunities for our students to learn. Additionally, our annual Science Symposium and Career Day will be held for all students in grades 6-8.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

Mays Middle School's diverse population indicates a strong need for intensive instruction in reading. The following subgroups scored below FCAT achievement Level 3: 73 percent Black, 67 percent Hispanic, 70 percent of Economically Disadvantaged.

Scores on the 2007 FCAT Reading Test indicate that 33 percent of students in grade six scored at or above FCAT achievement Level 3; this was a six percent decrease from scores on the 2006 administration. The 2007 disaggregated data by strands, reflects sixth grade students had the greatest weakness in Reference and Research.

Scores on the 2007 FCAT Reading Test indicated that 37 percent of the students in grade seven scored at or above FCAT achievement Level 3; this was a two percent decrease from scores on the 2006 administration. The 2007 disaggregated data by strands reflects seventh grade students had the greatest weakness in Words and Phrases and Reference and Research.

Scores on the 2007 FCAT Reading Test indicated that 23 percent of students in grade eight scored at or above FCAT achievement Level 3; this was a four percent decrease from scores on the 2006 administration. The 2007 disaggregated data by strands reflects eighth grade students had the greatest weakness in Words and Phrases and Comparisons. Sixty-eight percent of the lowest 25 percent subgroup made learning gains.

NCLB Subgroup Target

School Improvement Plan 2007-2008



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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, 51 percent of the Black students in grades six through eight will score a Level three or higher on the 2007 FCAT Reading test.

Given instruction based on the Sunshine State Standards, the number of Hispanic students meeting high standards will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the number of Students with Disabilities (SWD) students meeting high standards will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a school-wide reading benchmark focus that will allow all teachers, despite their disciplines, to spotlight a reading benchmark bi-weekly.	Principal, Reading Coach, Language Arts Department Chair, Assistant Principal of Curriculum and all teachers	08/16/07	06/05/08	Continuous Improvement Model	0
Implement the coaching model with Reading and Language Arts teachers.	Principal, Reading Coach, Language Arts Department Chair and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Employ the assistance of student services personnel to distribute on-going communication to student homes informing parents of how they can assist their child in the area of reading.	Principal, Counselors and Community Involvement Specialist	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize the pull-out model for students who scored at Levels 1 or 2 on the FCAT Reading Test using the America Reads Program.	Principal, Reading coach, Paraprofessionals and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Monitor all Levels one and two students utilizing MAZES group administered measures.	Principal, Reading Coach and Paraprofessionals	08/16/2007	06/05/2008	Continuous Improvement Model	0
Continue the implementation of a school-wide reading theme to foster a lifelong love for reading; Reading Assures Me Success (RAMS).	Principal, Reading Coach, Language Arts Department Chair and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	500
Provide incentives to students actively participating in the school-wide reading programs including, but not limited to, Accelerated Reader and Vocabulary Builder.	Principal, Media Specialist, Reading Coach and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	500
Use the CIM to analyze and identify students who scored at Levels 1 and 2 on the 2006 FCAT Reading Test and administer the Gates MacGinitie Reading Test (Forms S & T).	Principal, Counselors, Language Arts teachers, Reading Coach and Paraprofessionals	08/16/2007	06/05/2008	Continuous Improvement Model	0
Center tutorials around weakness addressed in content clusters by grade level.	Principal, Teachers, Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide professional development on CRISS strategies and differentiated instruction.	Principal, Teachers and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement inclusion model for SPED students grades 6,7 and 8.	Principal, SPED Department Chair, SPED inclusion and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Continue to identify high performing students in reading through student assessment (Gates MacGinitie), academic grades, and teacher recommendation for placement in advanced classes in order to maintain Level 3 and higher on 2007 FCAT Reading Test.	Principal, Counselors and all teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize SnapShot data to assist in student placement and identification of individual weaknesses.	Principal, Region, District, teachers, Assistant Principal of Curriculum and Department Chairpersons	08/16/2007	06/05/2008	Continuous Improvement Model	3000

Research-Based Programs



School Improvement Plan

2007-2008



The primary research-based program being utilized at Arthur and Polly Mays Middle Community School is the Bridges to Literature reading series published by McDougal Littell for sixth, seventh and eighth grades. Additional resources such as Soar to Success, Impact and Read 180 are used.

Professional Development

The reading coach will model lessons in classrooms and provide in-service to teachers throughout the year on topics such as vocabulary, comprehension, and fluency. New teachers will be trained utilizing CRISS strategies. District curriculum support personnel will provide in-service in Reciprocal Reading Techniques. Reading coaches will be trained to use ORF and Snapshot. Additionally, in services will be presented by District curriculum support personnel on the use of CRISS strategies, Differentiated Instruction and Curriculum Mapping. Inclusion workshops for SPED/inclusion teachers will provided by District personnel on how to incorporate reading strategies in a co-teaching environment.

Evaluation

Every student will be administered the Gates MacGinitie as a pre and post test. In addition, timed reading tests will be utilized along with the Bridges to Literature Reading Series testing, Oral Reading Fluency reports, District Interim Assessments, Tri-weekly assessments and the 2008 FCAT Reading Test.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will be able to function on or above grade level in mathematics.

Needs Assessment

An assessment of 2007 FCAT data reveals that 61 percent of students in grades six through eight are below proficiency in Mathematics. Scores on the 2007 FCAT Mathematics Test indicate that 19 percent of students in grade six have scored at or above FCAT Achievement Level 3; a decrease of eight percent from scores on the 2006 administration. The 2007 disaggregated data by strand, reflects sixth grade students had the greatest weakness in Measurement and Number Sense.

Scores on the 2007 FCAT Mathematics Test indicate that 43 percent of students in grade seven have scored at or above FCAT Achievement Level 3; an increase of 13 percent from scores on the 2006 administration. The 2007 disaggregated data by strands, reflects seventh grade students had the greatest weakness in the areas Measurement and Algebraic Thinking.

Scores on the 2007 FCAT Mathematics Test indicate that 38 percent of students in grade eight scored at or above FCAT Achievement Level 3; a decrease of four percent from scores on the 2006 administration. The 2007 disaggregated data by strands reflects eighth grade students had the greatest weakness in Data Analysis, Algebraic Thinking and Geometry

Specifically, the majority of Levels 1 and 2 students in grades six through eight with low test scores are 73 percent Black, 63 percent Hispanic and 68 percent Economically Disadvantaged. These students need basic mathematics skills in order to form a solid foundation. Implementation of listed strategies will assist in the increase of the students' test scores.



School Improvement Plan 2007-2008



NCLB Subgroup Target

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an inclusion model for SPED students grades 6, 7, and 8.	Principal, SPED Department Chair, SPED inclusion and Assistant Principal of Curriculum	8/16/2007	06/05/2008	Continuous Improvement Model	0
Implement and monitor a more structured mathematics scope and sequence using the Competency Based Curriculum and Sunshine State Standards.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Integrate technology into mathematics instruction utilizing programs such as FCAT Explorer and Odyssey Compass Learning and Gizmo	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide tutoring through supplemental education providers.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Construct and administer FCAT formatted teacher-made exams.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize manipulatives to allow diverse learners a more hands-on approach to learning objectives.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Include students scoring at Levels 1 or 2 on the FCAT Mathematics Test for extended learning opportunities including, but not limited to, after-school tutoring and Saturday school.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Business Process Redesign	0

Increase usage of RiverDeep Levels 1 and 2 students.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement Algebraic Thinking with sixth and seventh grade students to address critical content strands. (Algebraic Thinking, Measurement and Data Analysis).	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Use CIM/PDSA to analyze and identify through student assessment and academic classroom performance high achieving students for placement in advanced academics and maintaining Level 3 and higher on FCAT test.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement school-wide benchmarks, focusing bi-weekly on a particular mathematics strand. All teachers will incorporate mathematics into classroom discussions.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize District and classroom assessments to evaluate students' progress, District interim assessment, bi-weekly benchmark tests etc.	Principal, Mathematics Department Chair, Mathematics Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

The primary researched-based program being utilized at Arthur and Polly Mays Middle Community School is the Prentice Hall mathematics series for sixth, seventh, and eighth graders who scored three or above on the 2007 FCAT. All Levels 1 and 2 students are utilizing Algebraic Thinking.

Odyssey Compass Learning, a web-based mathematics program, designed to enhance mathematics literacy skills, will be utilized to improve student achievement.

Professional Development

Assistance will be provided by departmental chairpersons and Regional Center VI support personnel through the FAST initiative for teacher development August 2007 during departmental meetings and Professional Growth Team (PGT) meetings. Focus will be placed on areas of test development, teaching strategies and technology integration.

Teachers will be provided with opportunities to attend district workshops addressing mathematics topics such as the use of manipulatives, FCAT Explorer and Odyssey Compass Learning. Additionally, teachers will be provided training utilizing "Algebraic Thinking" strategies.

In service training for SPED/inclusion teachers will be provided to address teaching mathematics in a co-teaching environment.

Evaluation

The following evaluation instruments will be used:

- Tri-weekly assessments
- District pre-post test results
- FCAT 2008 mathematics test results
- Textbook assessments
- Interim Assessment (District)

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

District Strategic Plan

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

Writing Statement

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Based on 2007 FCAT Writing+, 81 percent of students met high standards in writing. The data indicates that the writing scores decreased three percent as compared to the 2006 administration of the FCAT Writing+. This trend delineates the need for additional emphasis on writing to ensure students attain the necessary skills needed to be successful in future academic areas.

Results of 2007 FCAT Writing+ indicate that eighth grade students find expository writing to be more of a challenge than persuasive writing. Therefore, school wide writing prompts need to address this weakness.

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 improve their writing skills as evidenced by an increase of nine percentage points in the number of students achieving high standards on the 2008 Administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an inclusion model for SPED students grades 6, 7, and 8.	Principal, SPED Department Chair, SPED inclusion and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Administer pre, mid, and post writing tests documenting scores to help direct instruction.	Principal, Reading Coach, Language Arts Chair and teachers school-wide	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement a school-wide warm-up writing practice in preparation for FCAT Writes.	Principal, Reading Coach and Language Arts Department Chair	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide students with daily reading and writing connection across the curriculum focusing on persuasive and expository prompts.	Principal, Reading Coach and Language Arts Department Chair	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide classroom opportunities directed by the teacher for students to practice peer editing.	Principal, Reading Coach and all teachers school-wide	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide all students with simulated timed test situations through the language arts and social studies classes using FCAT writing strategies weekly.	Principal, Reading Coach, Language Arts Department Chair, Social Studies Department Chair and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide extended learning opportunities in the area of writing during tutoring and Saturday school.	Principal, Assistant Principal of Curriculum and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	15000
Use the CIM/PDSA to identify through student assessment and academic classroom performance high achieving students for placement in advanced academics, and maintaining Level 3 and higher on the FCAT Test.	Principal, teachers and Counselors	08/16/2007	06/05/2008	Continuous Improvement Model	0
Facilitate professional development in the area of holistic scoring overall essay writing.	Principal, Reading Coach, Language Arts, District personnel, Department Chair, and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	2000
Continue working with Southridge on vertical teaming.	Principal, Reading Coach, Language Arts Department, Assistant Principal of Curriculum and South Ridge teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Construct and administer essay exams and other teacher-made writing tests similar to that of FCAT Writing +.	Principal and all teachers school-wide	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement school-wide CRISS strategies and reciprocal reading.	Principal, Reading Coach, Language Arts Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan

2007-2008



Arthur and Polly Mays Middle Community School, in accordance with research, will use FCAT AIM Higher reading and writing series, Get Set for Reading by Continental Press and the Curriculum model to improve student writing. Additionally, the state adopted text; Glencoe Writer's Choice, has been adopted and is being used.

Professional Development

Selected teachers are involved in Vertical Team Training with Miami Southridge Senior High School.

CRISS Training for new teachers will be provided by Regional Center VI

Reciprocal Reading for entire faculty will be provided by Reading Coach.

Holistic scoring and essay writing for entire faculty will be provided by Reading Coach.

Evaluation

District writing pre-mid-post test 2008 FCAT Writing Test SES providers test data Attendance rosters for tutoring District Interim Assessments.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

Results of the 2007 administration of the FCAT Science test indicate that 18 percent of the students scored at Level 3 and above. This data delineates the need for intensive instruction for students in the area of Scientific Thinking and Inquiry. Eighth grade students showed the greatest weakness in the Physical/Chemical strand. This indicates a need to provide remediation in this area. Professional Development is needed to assist teachers with differentiating instruction and to provide pertinent hands on practice.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 25 percent 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
Administer a school site created pre and post test to monitor student achievement.	Science Department Head, Science Department, Assistant Principal of Curriculum and Principal	08/16/2007	06/05/2008	Continuous Improvement Model	0
Integrate technology into science instruction utilizing programs such as Gizmo and FCAT Explorer.	Principal, Assistant Principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement schoolwide benchmark testing on a tri-weekly basis in each discipline at the end of each unit.	Principal, Assistant principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement inclusion model for SPED students grades 6, 7 and 8.	SPED Department Chair, SPED inclusion, Assistant Principal of Curriculum and Principal	08/16/2007	06/05/2008	Continuous Improvement Model	0
Correlate concept maps and vocabulary links to enhance comprehension of the concept necessary for the FCAT.	Principal, Assistant Principal of Curriculum and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Implement weekly science lab activities to monitor students' comprehension of concepts.	Principal and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide a family science night for the science fair to allow students to display their innovative experiments.	Principal and Science facilitator	08/16/2007	06/05/2008	Continuous Improvement Model	0
Integrate mathematics, science and technology by using graphing calculators and probeware into instruction.	Principal, Mathematics and Science teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Integrate mathematics, science and technology by using graphing calculators and probeware into instruction.	Principal, Mathematics and Science teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Incorporate Science into classroom discussions across the curriculum.	Principal and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Continue to identify through student assessment and academic classroom performance high achieving students for placement in advanced academics Level 3 and higher.	Principal, Assistant Principal of Curriculum, Counselor and teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide professional development for Science teachers in CRISS strategies, differentiated instruction and curriculum mapping.	Principal, Assistant Principal of Curriculum and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	5000
Use the CIM/PDSA to analyze 2007 FCAT for weaknesses in content cluster strand.	Principal, Assistant Principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	0
Administer District Interim Assessment.	Principal, District, Science Department and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide weekly meetings within grade level to discuss curriculum issues.	Principal, Assistant Principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	

Implement new pacing guides into classroom instruction.	Principal, Assistant Principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	
Ensure that all 8th grade students are familiar with the layout and content of the Science FCAT.	Principal, Assistant Principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	
Incorporate released Science FCAT items into classroom instruction (warm-up, activities and chapter assessment).	Principal, Assistant Principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	
Give simulation test 4-6 weeks prior to the actual Science FCAT.	Principal, Assistant Principal of Curriculum and Science Department	08/16/2007	06/05/2008	Continuous Improvement Model	

Research-Based Programs

The primary research-based program being utilized at Arthur and Polly Mays Middle Community School is the Glencoe science series for sixth, seventh, and eighth grades.

Additionally, the use of Universal Design for Learning / Assertive Technology Riverdeep will be utilized to enhance student performance.

Professional Development

Professional development for science teachers will be provided through a number of resources. Weekly department meetings will provide opportunities for content teachers to discuss best practices and other strategies that will increase student achievement on the FCAT Science Test. The academic coaches will offer in-services, modeling, and coaching to science teachers on the most effective ways to incorporate reading strategies, including CRISS, Differentiated Instruction and curriculum mapping into their lessons.

Teachers will be trained on the scientific method and completing a science project.

Selected teachers will be trained in Technology for All Students (TFAST), integration of math, science and technology applications.

Data analysis / CIM will be provided.

Training using hands on Science activities will be provided.

Other professional development from the district learning resource specialist on Science strategies will be provided.

Evaluation

All student assessments will be monitored through student folders as well as through pre and post tests that will be collected. All Science teachers will access Web Student Performance Indicators (WSPI) to determine areas of strength and weakness in reading and mathematics, fundamental to Science comprehension. Samples of student writing will be maintained throughout the nine-week period to analyze and evaluate the process of synthesizing Science information. The 2007 FCAT will be utilized to determine growth and for the formulation of a needs assessment for the 2007-2008 school year.

FCAT Science test will be given in March 2008. The results from the test will be compared to the results from 2007 to determine if the objective was met.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

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

Needs Assessment

An analysis of 2006-2007 data compiled from Title I rosters, EESAC rosters, magnet parent council rosters, and volunteer logs indicated that 446 parents attended various meetings. This indicates that an increased number of parents participated in school meetings as compared to the 2005-2006 data. This number represents fifty percent of the school population indicating that more parents need to become involved in the educational development of their children.

Measurable Objective

During the 2007-2008 school year, parental involvement will increase by ten percent as compared to 2006-2007 as evidenced by attendance records from EESAC rosters, Title I rosters, magnet parent council rosters, volunteer logs and membership in the PTSA.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize student services personnel to assist in home communication and to provide parents with information regarding student progress.	Principal, Counselors and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Invite parents to attend monthly EESAC meetings to encourage additional parental involvement.	Principal, EESAC Chair and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide workshops for parents in their home language targeting FCAT and reading strategies to assist student at home.	Principal, Assistant Principal of Curriculum, Counselors and ESOL teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Increase parental involvement by inviting parents to participate in the Parent Academy.	Principal, Assistant Principal of Curriculum, teachers, Counselors and Community Involvement Specialist	08/16/2007	06/05/2008	Continuous Improvement Model	0
Conduct magnet parent council meetings to increase parent participation in magnet planning issues.	Principal, Magnet Lead Teacher and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Invite parents to attend all school related assemblies and magnet performances throughout the school year showcasing student talent.	Principal, teachers, Assistant Principal of Curriculum and Community Involvement Specialist	08/16/2007	06/05/2008	Continuous Improvement Model	0
Hold a parent-teacher-student association (PTSA) drive to increase parent participation.	Principal, PTSA President and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	500
Utilize Connect-Ed to notify parents of important events, meetings etc.	Principal and Assistant Principals	08/16/2007	06/05/2008	Continuous Improvement Model	0
Formulate an active PTSA.	Principal and PTSA president	08/16/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Research-Based Programs include:

National standards for PTSA

Professional Development

N/A

Evaluation

Parent involvement will be evaluated using Title I workshop attendance rosters, PTSA membership and attendance rosters, EESAC rosters, Title I parent conference sign-in sheets, magnet parent council rosters, and volunteer logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

The school will provide programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Suspension data compiled from the 2006–2007 student case management system indicated a need for alternative strategies to be implemented for the 2007–2008 school year to decrease the number of outdoor suspensions (404) by 10 percent.

Outdoor suspension, indoor suspension, Saturday school and work detail have been utilized as disciplinary actions for students not complying with MDCPS Student Code of Conduct. Additional strategies must be implemented to reduce suspensions. Emphasis will be placed on following Region Center VI's discipline plan. Alternative strategies will be implemented such as District inservices for students, teachers and parents dealing with bullying, stress management and classroom management. Counselors will oversee a Peer Mediation program. Additionally, the Trust Counselor will meet with students that have been retained and or referred for continuous disciplinary action.

Measurable Objective

Given the school-wide initiative to foster an atmosphere of discipline and safety the school's overall outdoor suspension rate will decrease by ten percent for the 2007-2008 school year when comparing data from MDCPS suspension report for 2006-2007 to the 2007-2008 report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold parent-teacher conferences on Fridays to foster communication between the school and home.	Principal, Assistant Principals and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize community involvement specialist for home visits to increase parental support and communication.	Principal and Community Involvement Specialist	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize SCSi to decrease outdoor suspension rate.	Principal	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide student incentives for positive behavior and conduct.	Principal, Assistant Principals and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	500
Create SCSi attendance log.	Principal, Assistant Principals, teachers and SCSi teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize the peer mediators program to assist with conflict resolution.	Principal, Assistant Principals and Counselors	08/16/2007	06/05/2008	Continuous Improvement Model	0
Participate in school-wide conferences ie. Snitching vs Telling to promote and provide for a safe school learning environment.	Principal and District	08/16/2007	06/05/2008	Continuous Improvement Model	0
Increase the percentage of sixth graders receiving school or community based mental health services by utilizing the district's student services plan.	Principal, Assistant Principals and Counselors	08/16/2007	06/05/2008	Continuous Improvement Model	0
Create a faculty based discipline committee to create school-wide rules, address teacher, student concerns.	Principal, Assistant Principals and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Use EESAC committee to involve parents and request funds for incentive programs.	Principal and EESAC members	08/16/2007	06/05/2008	Continuous Improvement Model	500
Enforce mandatory school uniform policy through school-wide discipline plan.	Principal, Assistant Principals and teachers	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide teachers with professional development in classroom and stress management.	Principal, Assistant Principals and District	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide mediation training for students to enhance self-esteem.	Principal, Assistant Principal and District personnel	08/16/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Small learning communities will be created, dealing with classroom management, referral writing and positive parent conferences. Workshops and informational meetings on classroom management and stress management will be provided. Weekly PGT meetings to help new teachers with discipline and classroom management will be provided.

Evaluation



School Improvement Plan 2007-2008



The success of these objectives will be assessed using the following:

- The 2007-2008 suspension rate data from MDCPS
- The 2007-2008 SCSi attendance log
- Community involvement specialist visitation logs
- Peer mediation logs

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

Arthur and Polly Mays Middle will continue to upgrade technology to meet the academic needs of students and teachers.

Needs Assessment

Results of the 2006 School Technology Refresh Survey indicated that emphasis must be placed on updating technology. Classroom computers are out dated and inadequate for the current needs for web based instruction. Wiring is substandard for current needs and internet access speed. There are not enough network drops within the classrooms. The school is in dire need of a retrofit. Due to the age and configuration of the school-site current computer programs sustain frequent internet interruption which results in a loss of instructional time.

Additionally, professional development opportunities need to be provided for teachers and staff personnel utilizing programs such as Gradebook, Gizmo, Read 180, Reading Plus, Odyssey and Plato. Inservices are also needed to introduce teachers to new and inovative technology that will enhance their performance within the classroom.

Measurable Objective

Given the school-wide initiative of educational technology, emphasis will be placed on upgrading the wiring, computers, hardware and software at the school site as evidenced by a 5% increase in expenditures.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Grant Writing District Office to assist with grant writing proposal.	Principal and Assistant Principal of Curriculum	8/16/2007	6/05/2008	Continuous Improvement Model	0
Create a grant writing committee to write grant to acquire funding.	Principal and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Locate and write grants for technology to upgrade the technology in the school.	Principal and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Request regional support for needed upgrades to enhance student technological productivity.	Principal and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Seek community/business assistance i.e donations, fund raising, etc. to provide technological support.	Principal and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Provide professional development opportunities for teachers utilizing technology within their classrooms such as smart boards.

Provide professional development opportunities for teachers utilizing READ 180, Gizmo, Reading Plus, electronic gradebook, SPI and COGNOS.

Grant writing

Evaluation

Evaluation tools include:

- Upgrades in system
- Increased usage of technology
- Reports from Reading PLUS, READ 180, GIZMO, ODYSSEY etc.
- Grant award or denial

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Overall student health and fitness at Arthur and Polly Mays Middle Community School will align with District goals.

Needs Assessment

National statistics indicate that 30 percent of today's teenagers are overweight. It is estimated that the average teenager spends four hours daily in sedentary occupations such as watching television, playing video games and surfing the internet as compared to 15 minutes daily in physical activities.

Results from the 2006-2007 administration of the MDCPS fitness test indicated that 50 percent of the students in grade six through eight did achieve minimal Fitnessgram requirements.

Measurable Objective

Given instruction based on the Sunshine State Standards students in grades six through eight will improve their physical fitness as evidenced by a three percent increase on the 2008 administration of the Miami-Dade County Public Schools Fitnessgram; as compared to data from the 2006–2007 MDCPS Fitnessgram.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide fitness related activities that emphasize cardiovascular and muscular strength and endurance, as well as speed, agility and flexibility and monitor activities via the physical education teacher's lesson plans.	Principal, Physical Education teachers and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize the life skills educational program to help students develop a sense of fair play and team spirit designed to promote student participation in school sports activities.	Principal, Physical Education teachers and Counselors	8/16/07	6/05/08	Continuous Improvement Model	0
Provide students with incentives i.e. certificates for increasing their physical fitness level according to post physical fitness tests.	Principal, Physical Education teachers and Assistant Principal of Curriculum	08/16/2007	06/05/2008	Continuous Improvement Model	500

Research-Based Programs

Research-Based Program include:

Moving into the future:

National Standards for Physical Education, National Association for Sports and Physical Education

Professional Development

Provide teachers with professional development opportunities in data analysis and District physical education workshops.

Evaluation

The evaluation will be the 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Electives & Special Areas Statement

Increase student enrollment and participation in the visual and performing arts.

Needs Assessment

Based on magnet enrollment from the 2007-2008 school year, data reveals an increase of 9 percent within the magnet program. However, enrollment continues to decline school-wide, which creates the need to implement additional strategies to recruit and retain potential students. Emphasis must be placed on positive marketing techniques and better public relations.

Additional strategies must be implemented to increase the number of students within the magnet program.

Measurable Objective

Given the need to include the arts in academic areas, magnet enrollment in the visual and performing arts will increase by 10 percent when comparing enrollment data from the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase visibility through recruitment performances at the school site and within the community.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide arts teachers with professional development activities to enhance knowledge within each strand.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Participate in District and State assessments to increase quality and standards.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Provide a more flexible audition schedule to accommodate working parents.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Increase parental involvement within the booster clubs and Magnet Parent Council.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Work with transportation department to increase or realign recruitment zones.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Create interdisciplinary units to be utilized for arts inclusion within the general education curriculum.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0
Schedule performances by magnet teachers to raise level of professionalism within department.	Principal, Assistant Principal of Curriculum and Magnet Lead Teacher	08/16/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Professional Development activities will include:

Magnet teachers will participate in District and state workshops and events in drama, dance, music, and broadcasting.

Monthly magnet lead teacher workshops.

Weekly department meetings to develop interdisciplinary units.

Recruitment Techniques for Talent Magnet Programs

Creating an Audition

Marching band repertoire

Evaluation



School Improvement Plan 2007-2008



Progress on this goal will be assessed by comparing enrollment data from the 2006 – 2007 school year to enrollment data from the 2007- 2008 school year.

M-DCPS recruitment zone report.

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

Return On Investment Statement

Arthur and Polly Mays Middle Community School will rank on or above the 32nd percentile state wide.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004 Arthur and Polly Mays Middle School ranked at the 27th percentile on the State of Florida Return On Investment index.

Measurable Objective

Arthur and Polly Mays Middle Community School will improve its ranking on the State of Florida ROI index publication from the 27th percentile in 2004 to the 28th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resource in relation to school programs.	Principal and EESAC	08/16/2007	06/05/2008	Continuous Improvement Model	0
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and EESAC	08/16/2007	06/05/2008	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Principal	08/16/2007	06/05/2008	Continuous Improvement Model	0
Share use of facilities for partnering with community agencies.	Principal	08/16/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

Provide training in budgetary concerns for EESAC committee.

Evaluation

On the next State of Florida Return On Investment index publication, Arthur and Polly Mays Middle School will show progress toward reaching the 28th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommended, reviewed and participated in the development of the budget for the 2006-2007 school year.

Training:

The EESAC recognizes its role in supporting the development for professional growth regarding school improvement goals and initiatives and in promoting a collegial climate as enabling tools for continuous school improvement.

Instructional Materials:

The EESAC supports continued efforts to focus school instructional materials on SIP goals and state/district standards.

Technology:

The EESAC recognizes the need for technology to be updated. They also recommended teachers pursue grant opportunities involving technology.

Staffing:

The EESAC recommended that school volunteers should be utilized throughout the school.

Student Support Services:

The EESAC recommends that the Title I Community Involvement Specialist continues to provide assistance to parents in need. In addition, EESAC recommends that the student services department provide more individualized counseling.

Other Matters of Resource Allocation:

The EESAC recommended, reviewed, and participated in the allocation of funding for various resources used by the school.

Benchmarking:

The EESAC will review student performance data as a baseline for assessing progress throughout the year.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC committee was instrumental in disseminating information on the school-wide uniform policy to parents and assisted in identifying parents that needed support in purchasing uniforms.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	4000
Mathematics	0
Writing	17000
Science	5000
Parental Involvement	500
Discipline & Safety	1000
Technology	0
Health & Physical Fitness	500
Electives & Special Areas	0
Return On Investment	0
Total	28000



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