

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Howard D. McMillan Middle School (6441)

Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Winston Whyte

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Howard D. McMillan Middle School was built in 1976, on 22.56 acres and is located in a residential community of Southwest Kendall. McMillan is a subunit of Miami-Dade County Public School System which is the fourth largest school system in the nation. It is a public school, which provides educational opportunities for students in grades six, seven, and eight. H. D. McMillan Middle School is part of the G. Holmes Braddock Feeder Pattern. Although the original facility capacity was intended for a capacity of 1,144, the current enrollment is approximately 1,150 students with an ethnic/racial make-up of 87.3% Hispanic, 3.2% African American, 6.5% White, and 3% Other. In addition, there is a state-of-the-art 21-classroom addition located on the south side of the main facility. The physical plant has six main entrances.

Classrooms have been identified as designated science rooms, resource rooms, computer labs, media center, cafeteria, art, music, and physical education facilities due to specific room/program requirements. In addition, there is also a Community School on site, which offers enrichment and evening classes serving the school's community. The faculty and parents, along with the Educational Excellence School Advisory Committee, work together to ensure that this school is "...a place where every child matters...."

H. D. McMillan Middle School has been designated a Title 1 School for the 2007-2008 school year. At the present time, over 63 percent of the student population receives free or reduced lunch. Though McMillan Middle has made reading and mathematics gains, there are currently 303 students in Level 1 and 2 intensive reading or reading plus and 242 students in Level 1 and 2 intensive mathematics.

Given instruction based on the Sunshine State Standards, there will be an increase of 1% of students in grades six through eight scoring at Level 3 or higher on the 2008 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 58% of English Language Learners (ELL) students in grades six through eight will score at Level 3 or above on the 2008 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 58% of Students With Disabilities (SWD) in grades six through eight will score at Level 3 or above on the 2008 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 67% of the students in grades six through eight will score at Level 3 or higher on the 2008 administered FCAT Mathematics test, as compared to 66% meeting those standards in the 2007 administered FCAT.

Given instruction based on the Sunshine State Standards, 62% of English Language Learners (ELL) students in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, 62% of Students With Disabilities in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, 62% of economically disadvantaged students in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 95 percent of students in eighth grade will maintain or increase their score of 3.5 or higher on the 2008 administration of the FCAT Writing Plus test.

Given instruction using Sunshine State Standards, there will be a 25 percent increase of eighth grade students who will score a Level 3 or higher on the 2008 administered FCAT Science test, as compared to 38 percent meeting those standards in the 2007 administered FCAT.

Given the need to increase parental participation in school activities, there will be a 2% increase in parental involvement based on the parent sign-in sheets collected during the 2008 school year, as compared to the 2007 school year sign-in sheets reflecting 910 parent signatures.

Given the need to increase positive student behavior, there will be 5% decrease of suspensions as documented by the 2007-08 Student Case Management Referral System.

The use of technology will increase by 2% as evidenced by daily computer logs, as compared to the 2006-07 school year reflecting 153 days of computer lab usage.

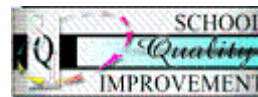
Using the FITNESSGRAM program, 45% percent of those students in grades six through eight who are currently enrolled in Physical Education and dance classes will receive gold or silver awards in the 2008 FITNESSGRAM Program.

Given the need to increase the number of students enrolled in elective courses, Howard D. McMillan will increase the number of students enrolled in the elective program by 1% for the 2007-08 school year as compared to 21.8% enrolled for the current school year.

Howard D. McMillan Middle School will improve its ranking of the State of Florida Return of Investment (ROI) index publication by one percentile on the next publication of the index.



# School Improvement Plan 2007-2008



The surrounding community includes single-family homes, townhouses, and rental units. The socioeconomic level of the community is that of a middle class community. Sixty-six percent of our students receive free or reduced breakfast/lunch. Approximately 61% of our student population is new to Miami-Dade County Public Schools with a mobility index of 19%. Student percent of daily attendance is on an average 95% with approximately 1% of the student population grades six through eight not promoted.

There are 70 classroom teachers, one principal, four assistant principals, four counselors, a media specialist, a computer specialist, a microsystems technician, eight full-time secretaries, six full-time security monitors, ten full-time custodians, and twelve paraprofessionals. Approximately 35% of our classroom teachers hold advanced degrees. The average years of teaching service in the state of Florida is nine years. Currently, three teachers are seeking the National Board Certification through the National Board of Professional Teaching Standards (NBPTS), and one teacher received National Board Certification. In addition, there are three instructional staff members who have completed an administrative degree and are being mentored by the administrative team. A few of our non-instructional staff are currently enrolled in courses to enhance their personal and professional growth. We are a diverse staff and staffing needs are determined based on the school's staffing allocations, and positions are filled based on district procedures for hiring.

Class length is 50 minutes, with 35-minutes of homeroom which includes 30 minutes of Sustained Silent Reading (SSR), character building and FCAT PREP activities. Sunshine State Standards (SSS) are used and correlated with the district's Competency-Based Curriculum (CBC) to ensure compliance of instructional program guidelines. Instructional requirements are determined by the FDOE and district guidelines. The school is required to offer three years of English, mathematics, science and social studies. Furthermore, students who have not received a score of level 1 or level 2 on the Florida Assessment Comprehension Test (FCAT) are given the opportunity to select two elective courses, for a total of six classes at each grade level. Instructional programs are determined based upon student needs through implementation of the following programs:

- English for Speakers of Other Languages (ESOL)
- Spanish as a Second Language
- Special Education (SPED)
- Advanced Academics
- Gifted Programs
- Intensive Reading Plus
- Intensive Reading
- Intensive Mathematics
- Physical Education
- High School Credit Courses (Algebra, Geometry, Spanish Spanish SL, French, Earth/Space Science, Biology)
- Speech and Language Services
- Physical/Occupational Therapy
- Counseling
- Vocational Classes
- Career Exploration Classes

Two areas for improvement based on the results of the Organizational Performance Improvement Snapshot survey tool are: Business Results and Strategic Planning. Workshops will be provided on school financing and master scheduling in order for curriculum leaders and departments to have a greater awareness and understanding of the overall functioning of the facility. In addition, long-term action plans will be developed departmentally in order to measure the school's academic challenges and allow teacher input in the development of the plan. Furthermore, periodic staff surveys are distributed in order to develop a means for assessing teacher concerns and allow an opportunity to self-assess, using the Continuous Improvement Model further embarking on the Governor's Sterling Award journey.



# 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.

## 6441 - HOWARD D. MCMILLAN MIDDLE SCHOOL

### VISION

Our school will provide a safe, caring, and enjoyable environment where students will become independent, productive, compassionate and responsible citizens in a global society.

### MISSION

Howard D. McMillan Middle School will provide high educational standards by addressing the unique needs of all students of our multicultural community. The school will collaboratively use data to promote and motivate students in an intellectually and technologically rich environment where they are prepared to meet the challenges of the future. In addition, the school will endeavor to foster a stronger involvement with parents and the community.

### CORE VALUES

Howard D. McMillan Middle School will uphold integrity, honesty, respect, perseverance, fairness and other characteristics of civility which provide the foundation for respectful human interactions.

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## ***School Demographics***

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Howard D. McMillan Middle School was built in 1976 and is located on 22.56 acres in a residential community of Southwest Kendall. This comprehensive middle school provides educational opportunities for students in grades six, seven, and eight. Classroom instruction is delivered during six periods with a 50 minute duration for each class. The school houses approximately 1,150 students with an ethnic/racial make up of 87.3% Hispanic, 6.5% White Non-Hispanic, 3.2% African American, and 3% Asian/Indian/Multiracial. Howard D. McMillan Middle School has a community school program and is the first secondary school known as a Model School for Inclusion. There are currently 8 inclusion teachers team-teaching in all the core subject areas. The average class size is 20.36, which represents a teacher-student ratio is 20 to 1. Additionally, the average class size for SPED is 10 to 1. The average student attendance rate at McMillan Middle is 96.7 percent while the retention rate is 1.8 percent and the promotion rate is 98.2 percent. Howard D. McMillan is a Title I and Model Inclusion school with approximately 67% of the SPED students enrolled in regular classes. The school has 242 students who scored at level 1 and 2 in Intensive Mathematics and 303 students who scored at level 1 and 2 in Intensive Reading. Howard D. McMillan feeds into the G. Holmes Braddock. The students are offered different activities to ensure their successful transition; grade 6 students are offered Middle Grade moves, grade 7 receives Career Planning through civics classes and grade 8 students receive College Planning activities. The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to ensure that the school is... a place where every child matters.

The school received the Governor's Sterling Award in the 2006-07 school year, it is the first secondary school in the state of Florida to receive this distinction. Furthermore, the school was ranked 75th in the state of Florida for making the greatest learning gains among secondary schools, and was selected by the district for a school site visit by the Broad Foundation in May 2006. The school has invested in new and innovative technological advances that include 32 Interactive Classrooms, six mobile labs, and seven desktop labs (3 vocational, one ESOL lab, and 3 labs for teachers to bring students). We also offer a rich curriculum to include a variety of electives classes such as technology, band, art, drama, dance business keyboarding, personal development and foreign languages (French and Italian). Furthermore, the school offers a variety of extracurricular activities, sports and clubs that foster a nurturing environment to encourage the students to reach higher levels of achievement. Howard D. McMillan seeks to meet the needs of every student and ensure the highest levels of achievement by also offering high school credit courses such as Algebra I, Geometry, Spanish, Earth/Space Science and Biology. and advanced academics classes to enable the students to earn high school credits while in middle school.

The school has one principal, four assistant principals, four counselors, a media specialist, a computer specialist, a microsystems technician, eight full-time secretaries, six full-time security monitors, ten full-time custodians, and twelve paraprofessionals. Approximately .31% of the total full-time staff is white non-Hispanic, 13% is black non-Hispanic, and 57% is Hispanic. In addition, 35% of our classroom teachers hold advanced degrees. Currently, three teachers are seeking the National Board Certification through the National Board of Professional Teaching Standards (NBPTS), and one teacher has received National Board Certification. Some of the non-instructional staff are currently enrolled in courses to enhance their personal and professional growth. Howard D. McMillan works closely with its Dade partners to provide resources to the students and staff.

Howard D. McMillan identifies the following areas as strategic challenges:  
increasing accountability for student outcomes under the NCLB, retaining highly qualified employees, increasing parental involvement, providing meaningful and effective professional development activities for staff and workshops for parents. and action plans are developed to address the existing needs.

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## ***School Foundation***

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### **Leadership:**

It is the philosophy of the administrative team at Howard D. McMillan Middle School (HDMMS) that our school is... "a place where every child matters."

The administrative team meets on a daily basis and uses the Plan-Do-Study-Act Continuous Improvement Model (PDSA) as a means of continuously self-assessing the total school functioning, programs, and the SIP. Departmentalized Action Plans were developed for the four core subject areas and are correlated with the district's suggested Pacing Guides that were developed to identify specific program needs and student expectations and to tailor these strategies to be specific in addressing the needs of the students. The administrative team realizes that setting organizational direction and aligning curriculum needs and performance expectations. Curriculum and team leaders are selected annually, or as needed, and serve as liaisons to the administration, as well as to their respective departments and grade levels. They have regularly scheduled meetings with the administrative team. These leaders are responsible for disseminating information to the staff, ensuring that performance expectations are openly communicated, as well as monitoring that the mission/vision/core values are upheld. This allows for continuous communication to flow in all directions. These leaders meet with their respective departments and grade level teams on a weekly basis. In addition, there are also regularly scheduled knowledge-driven faculty meetings designed to provide information to all staff members.

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

Strategic planning is conducted by the principal, administrative team and EESAC, to provide information from four different sources. The first source includes the School Climate Survey, attendance reports, School Advisory Council Report, and standardized test results. The results of the Strategic Planning Needs Assessment Survey indicates an overall average score of 4.0, indicating that staff clearly knows their roll in the strategic planning process and is allowed to grow professionally.

The second source is our standardized test scores, such as the FCAT, are compared with the scores of nearby middle schools whose student populations are demographically similar to ours. This demographic similarity allows for an objective comparison since the chosen schools have very similar student profiles.

The third source is the usage of various means of technology to determine their effectiveness in improving student achievement. Data from the Accelerated Reader (AR) Program is analyzed to assess student participation and reading comprehension learning gains. In addition, the Star Diagnostic Reading Test is a computer-based program used to track student reading comprehension gains at regular intervals throughout the school year. The Maze Reading Test is given three times during the year to track intensive reading/reading plus student progress and the Diagnostic Assessment of Reading will be used as a diagnostic tool to further prescribe student instructional needs. The Plato Course Recovery software is an innovative approach, which is being utilized to enable low performing students to learn skills which should have been mastered the year before. The entire instructional staff is fully functional in the usage of the Excelsior electronic grade book. This tool allows teachers, students and parents instantaneous access to students' academic progress on a daily basis.

The fourth source is senior leaders who are cognizant of the fact that budgetary expenditures have a direct influence on our product, student achievement. A concerted effort is made to direct expenditures to those areas that have the greatest impact on student achievement. Therefore, a significant allotment of the school budget is spent on hiring additional teachers to reduce the teacher/student ratio. Also, funds have been allocated for hiring FCAT tutors and purchasing supplemental FCAT preparation materials. In addition, technology is a major focus in budgetary expenditures, as well as money spent on teachers' professional development workshops. Finally, the EESAC receives annual allocations from the State of Florida, which it spends in support of the SIP goals.

The fifth and final source is the administrative team who is aware of the diverse community in which the school operates and is taking steps to address the needs of the community to improve student achievement. Parent workshops are conducted in the areas of Reading, Writing, Math, Science, Student Safety, and Student Services.

### **Stakeholder Engagement:**



# School Improvement Plan

## 2007-2008



HDMMS evaluates its information gathering process by measuring the customers' satisfaction and analyzing their needs and concerns. This process is driven by data analysis from the School Climate Survey, student critiques of teachers, and school-based teacher surveys. On the Organizational Performance Improvement Snapshot, staff indicated that they clearly knew what their mission was ranking a 4.5 average out of a possible 5 under the category of Leadership. Certainly, this is a direct correlation with student achievement.

Besides using surveys to gather information, HDMMS seeks the input of students and parents at PTSA and EESAC meetings. These committees meet on a monthly basis to voice their concerns and resolve issues that teachers, parents and students may have. Additionally, parents participate in our annual Back-to-School Night and learn about their child's teachers and the curriculum.

The lines of communication are always kept open at HDMMS by means of the open door policy that the administrative team has with the parents, students and the staff. Parent/teacher conferences are scheduled through our team meetings on an "as needed" basis. This is a great opportunity to voice any concerns between the teachers, the parents and the students. The school website is a very useful source of information that HDMMS also uses to communicate with its customers. HDMMS also posts advertisements in the Neighbors section of the Miami Herald, highlighting positive school accomplishments.

The School Climate Survey is an important diagnostic tool used to determine customer satisfaction. The survey is used to gather information from all school subsystems. This allows the administrative team to identify strengths and weaknesses in customer satisfaction, and to develop an effective action plan to address those needs.

School-based teacher critiques by students are given to gather feedback, which enables the teacher to assess their teaching style and implement more effective teaching strategies. This process allows the teacher to grow professionally and ultimately improve our product, student achievement.

In addition to the teachers, students voice their concerns through guidance counselors, members of the administrative team and school-based committees. Receiving feedback is a beneficial tool that only enhances the progress of the school into a more positive direction. As a result, students look forward to attending school on a daily basis.

Furthermore, parents complete a School Climate Survey where the results indicated a need to implement a complaint tracking system. This recording process will enable us to efficiently address all parental concerns in a timely manner.

### **Faculty & Staff:**

Our administrative team promotes teacher leadership and empowerment through researched-based programs, technology-based instruction, and change. For example, the administrative team encourages teacher sharing sessions during faculty meetings, conducting workshops on early release days and seeking teacher input for new projects. In addition, Professional Growth Teams (PGT's) are created for all beginning teachers. These PGT's provide mentoring and assist beginning teachers as needed. Beginning Teachers meet on a monthly basis and mini-inservices are provided in the areas of resource personnel, ESOL, SPED, and classroom management techniques.

Our needs assessment survey indicated that our school scored an average score of 4.4 out of 5.0 on the Human Resource focus indicating that staff believes they can make a difference and they are recognized for their talents and skills and contributions.

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



# School Improvement Plan

## 2007-2008



The main sources of the data are the reports generated by the State, the District and the Regional Center. These reports include the Florida Comprehensive Test (FCAT) results, the FCAT Norm Reference Test (NRT), the Annual Report Card (FSIR) and The Adequate Yearly Progress (AYP) Report. These selected reports offer pertinent information for the administrative team to analyze and measure past and present performance, and to compare the action plans in place. In addition to the above mentioned, the team reviews the institutional data that includes the overall performance of each class every grading period, and the mid-term and final examination. The staff needs assessment indicates that the staff is able to review data and use it for decision-making purposes. The overall average score on the needs assessment survey of 4.3 indicates that teachers have had extensive training with data interpretation and are comfortable with its uses.

The yearly review of the FCAT scores and the school's report card is conducted to track the students' performance in order to adopt/adapt best practices. This past summer, teams of teachers in the four core subject areas, reviewed student data, and aligned the District Pacing Guides with the development of annual action plans. Advanced level elective courses are also offered to encourage advanced placement within the elective program. This also includes offering high school credit courses in our foreign language program. In addition, every teacher is given access to the Student Performance Indicator (SPI) site so that they can design their classroom instruction to best fit the individual needs of the students.

In the classroom, the teachers closely monitor the students' performance and provide assistance in helping them to meet grade level expectations. Students, who are performing below grade level, are also tracked and monitored by the Student Services Department who provide a biweekly progress report. This report facilitates communication between the school and the parents in order to better assist the students by providing corrective actions at an early stage. The analysis continues at the departmental and school level. The FCAT reports provide an analysis by specific strands according to the Sunshine State Standards. The areas where the students demonstrate very little mastery are used as key input for prioritizing our objectives. In addition, HDMMS has implemented the Inclusion Model at all grade levels in the core subject for the past three years.

### **Education Design:**

Classroom instruction is delivered in 50 minute class periods. Sunshine State Standards (SSS) are adhered to and correlated with the District's Competency Based Curriculum (CBC) to ensure compliance with instructional program guidelines. Homeroom is 30-minutes in length and is used for Sustained Silent Reading and FCAT Prep activities facilitated by the Reading Coach and Mathematics Department Chairperson. In addition, homeroom offers a word of the day and the Principal's Books of the Month. Activities are well planned and coincide with the Language Arts/Reading Department's Action Plan. Instructional requirements are determined by the FDOE and District guidelines, the school is required to offer three years of English, mathematics, science and social studies. Furthermore, students who have earned a score of three or higher on the Florida Comprehensive Assessment Test (FCAT) are given the opportunity to select two elective courses in addition to their core courses of Language Arts, mathematics, Social Studies, and Science. Ever cognizant of student needs, instructional programs are designed and implemented in the following programs:

- English for Speakers of Other Languages (ESOL)
- Spanish as a Second Language
- Home Language Assistance Program (HLAP)
- Special Education (SPED)
- Advanced Academics
- Gifted Programs
- Speech and Language Services
- Physical/Occupational Therapy
- Counseling
- Technology Labs
- Vocational Classes
- Career Exploration Classes

HDMMS is proud to be the first secondary school with a fully implemented Inclusion Program at all grade levels. There are currently eight inclusion teachers team-teaching in the core subject areas, which comply with Individual Educational Plan (IEP) requirements and further serves to reduce the teacher-pupil ratio. All students are academically placed into programs, which meet their scholastic needs. Mainstream teachers collaborate with special program teachers on a regular basis to ensure their students' academic success. The results of the needs assessment survey indicate an average score of 4.3 in the areas of Strategic Planning and Process management. This reflects that staff is acknowledged in the decision-making process as the school designs curricular activities to enhance academic achievement.

### **Performance Results:**

Attributing factors that have negatively impacted our currently existing test scores are our daily student attendance rate, and the number of students suspended. Our inclusion program has aided our Students with Disabilities (SWD) by providing an appropriate educational program based on student needs and abilities. The results of the needs assessment survey indicates an average score of 4.3 for Strategic Planning and that the Continuous Improvement Model is utilized as an on-going tool to review program needs. Curriculum is then aligned according to data-driven test results to determine appropriate interventions.





# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

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***Schools Offering Primarily Grades 6 through 12***

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**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 to Instruction are utilized on a daily basis. It is evident in the lesson plans, departmental action plans, reasearch-based programs, use of technology and inclusionary practices.

Responsibility of Teaching Reading for Every Teacher is ensured daily through the homeroom activities planned by the reading coach and implemented through the homeroom teachers. In addition, the content area teachers are trained on the use of reading strategies and are required to implement them in their lesson plans. Elective teachers also contribute by dedicating one day a week to reading strategies.

Quality Professional Development for Teachers and Leaders is ensured through the assistance of the Professional Development Liaison. The staff has been surveyed on their professional development needs. Currently, professional development has been scheduled for technology, differentiated instruction, and data analysis.

Small Learning Communities have been set up along with the master schedule. Grade level teams have been created to include teachers from each of the core subject areas as well as elective teachers.

Intensive Intervention in Reading and Mathematics has implemented for all Level 1 and 2 students. Students were identified by counselors and placed in reading plus, intensive math and reading courses. These courses use reseach based programs such as READ 180, Successmaker, Read XL, Skills Tutor, and FCAT Explorer.

Course Choice Based on Student Goals/Interest/Talent is determined through the Student Services department when student articulation takes place yearly. Every effort is made to align students talents with elective coices. In addition, extracurricular activities have been implemented for athletics and performing arts, as well as community educational programs.

Master Schedules Based on Student Needs is created yearly. Courses and teacher assignments are based on student academic requirements and needs through the articulation process. This includes identifying Level 1 and 2 students for intensive reading and intensive mathematics courses.

Parental Access and Support is facilitated through the Parent Academy Liaison, monthly parent nights, Parent/Teacher/Student Association (PTSA) activities and events, as well as the Parent Portal and school website.

Applied and Integrated Courses are implemented through the vocational programs which include Business Education, Family and Consumer Sciences, Industrial Technology and Health Education.

Academic and Career Planning will be implemented through all grade levels. Grade six students will participate in the Middle Moves Program, grade seven will receive academic and career planning instruction through Civics courses as required by the district, and grade eight students will receive instruction in academic and career planning through Eighth Graders Going to College and Middle School Career and Education Planning.

### Reading Goal

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

##### **Florida Education Priorities**

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

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

##### **District Strategic Plan**

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

#### **Reading Statement**

Given reading instruction, students will improve the necessary skills to increase their reading proficiency to meet state and federal standards in reading.

#### **Needs Assessment**

An analysis of data indicates that 34% of our overall student population in grades six through eight scored at Levels 1 or 2 in reading, leaving 66% scoring at a Level 3 or above. The data indicates that for grade 6, opportunities for improvement are needed in the content clusters of reference/research (57%), and words/phrases (60%), and in grade 7 main idea/purpose(68%). The opportunities for improvement in grade 8 are also reference/research (54%), comparison & cause/effect (57%), and main idea/purpose (63%). In addition, 23% of LEP students and 31% of SWD scored above grade level in reading when the goal was 51%. This indicates that alternative strategies need to be implemented for the current school year.

#### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, there will be an increase of 1% of students in grades six through eight scoring at Level 3 or higher on the 2008 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 58% of English Language Learners (ELL) students in grades six through eight will score at Level 3 or above on the 2008 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 58% of Students With Disabilities (SWD) in grades six through eight will score at Level 3 or above on the 2008 administered FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use note-taking techniques and graphic organizers to enforce reading skills and CRISS strategies.	Social Studies Teachers, Social Studies Curriculum Leader	8/20/07	6/5/08	District-wide Literacy Plan	0
Align curriculum both vertically and horizontally using the suggested grade level Pacing Guides and data-driven assessment to create departmental action plans.	Language Arts Teachers, Reading Teachers, Curriculum Leaders, Media Specialist, Reading Coach	8/20/07	06/05/08	Continuous Improvement Model	0
Designate a day of the week (Mondays) for reading in the various elective strands.	Elective Program Teachers, Elective Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide a reading resource library with leveled books at students' independent reading levels and print-rich classrooms---items in the classroom properly labeled.	Assistant Principal for Curriculum, ESOL Teachers, Reading Coach, ESOL Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0
Set up reading centers in both intensive reading and reading plus classes, as well as ESOL classes.	ESOL Teachers, ESOL Curriculum Leader, Reading Coach, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Give teachers access to SPI and provide training so they can access individual and class testing profiles in order to meet the needs of their students in addition to adhering to departmental action plans.	Language Arts and Reading Teachers, Reading Coach, Language Arts Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Identify SWD students using the Continuous Improvement Model who will be enrolled in inclusion classes. This will allow them to receive grade level instruction as well as the additional assistance from a SPED instructor; as well as learning centers and technology-based instruction.	Assistant Principal of Curriculum, Program Specialist, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Use of articles to improve their research skills using teacher-directed instruction.	Science Curriculum Leader, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the Comprehensive Research-Based Reading Plan including the creation of intensive reading and reading "plus" classes that will assist students reading below grade level while monitoring the plan with district and school generated assessments in addition to using resources such as Q-Cards.	Language Arts Teachers, Language Arts Curriculum Leader, and Reading Teachers, Media Specialist, Reading Coach, Inclusion Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Use technology-based programs such as Read 180, Skills Tutor, SuccessMaker, Accelerated Reading, Riverdeep, FCAT Explorer, PLATO, and internet research to aid students in meeting high standards.	Language Arts/ESOL Teachers, Reading Teachers, Reading Coach, Media Specialist	08/20/07	06/05/08	District-wide Literacy Plan	0

Using the Continuous Improvement Model, monitor and counsel students in danger of failing (including SWD and ELL) each grading period while maintaining parental contact. In addition, continue to offer advanced/gifted courses to provide an academic environment appropriate for students achieving at Level 3 or higher.	Student Services Department, Program Specialist, Student Services Curriculum Leader, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Create an intensive Saturday school tutorial program to target students with FCAT 1 and 2 scores using data-driven instruction reflected from departmental action plans and support the program using SuccessMaker, Read 180, and Prentice Hall/Glencoe FCAT resources. Evaluation of this program will be determined by the results of the 2007 FCAT scores.	Language Arts Teachers, Reading Teachers, Assistant Principal for Curriculum, Reading Coach	01/12/08	02/23/08	Continuous Improvement Model	15000
Implement school-wide literacy initiatives (Word of the Day, Principal's Books of the Month, and Homeroom Reading Activities) to improve student achievement in reading.	Homeroom Teachers, Reading Coach, Assistant Principals, Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Using the Continuous Improvement Model, assess students using the district interim assessments, FORF, DAR and other teacher-made assessments.	Language arts teachers, curriculum leader, and reading coach	08/20/07	06/05/07	District-wide Literacy Plan	0
Provide teachers with training on differentiated instruction	Principal, Assistant Principals, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0

### Research-Based Programs

STAR PROBE, Prentice Hall Literature Text, Read 180, SuccessMaker, Prentice Hall Writing and Grammar, Glencoe Writer's Choice, Gates-MacGinitie, 5+3+ii+iii Teaching Model, Continuous Improvement Model, FORF, Bridges to Literature, READ XL, Diagnostic Assessment of Reading (DAR), and the Comprehensive Research-Based Reading Plan.

### Professional Development

Provide professional development that will include CRISS strategies, differentiated instruction, reading activities used across all content areas such as the Q-Cards, Creativity in the Classroom, and in the FCAT Subtest strand of Reference and Research Read 180, Edusoft, and reciprocal teaching.

### Evaluation

The evaluation component will include the 2008 FCAT Reading Test as the final data of evaluation, but will also incorporate the district interim assessment(s) as a progress monitoring tool and the impact of the Saturday School Tutorial Program.

## Mathematics Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### Mathematics Statement

Given mathematics instruction, students will improve the necessary skills to increase their mathematics application and computation skills to meet state and federal standards in mathematics.

### Needs Assessment

An assessment of data indicates that 36% of our overall student population in grades six through eight scored at Levels 1 or 2 in mathematics leaving 64% scoring at a Level 3 or above. In addition, analysis of the data indicates the area of greatest weakness in grade level 6 is in algebraic thinking (38%). An analysis of grade level 7 data indicates that the greatest areas of student deficiencies lie in the areas of measurement (44%) and geometry (50%). Also, data analysis of grade level 8 indicates that the areas of greatest deficiency are geometry (42%) and data analysis (42%). Data indicates that continuing progress has been made within the mathematics department and that that 62% of the lowest 25th percentile of the students made learning gains in the 2007 Mathematics FCAT administration. In addition, 36% of our ELL students and 24% of our SWD students scored less than the required mathematics goal of 56% scoring at or above grade level. Data indicates that 46% of our economically disadvantaged students did not meet high standards. This indicates that further alternative strategies need to be implemented within the classroom and the necessary resources allocated in order to meet district standards.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, 67% of the students in grades six through eight will score at Level 3 or higher on the 2008 administered FCAT Mathematics test, as compared to 66% meeting those standards in the 2007 administered FCAT.

Given instruction based on the Sunshine State Standards, 62% of English Language Learners (ELL) students in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, 62% of Students With Disabilities in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, 62% of economically disadvantaged students in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct an FCAT Mathematics workshop for parents to provide information on how to help their child improve in mathematics while maintaining parent sign-in sheets.	Mathematics Teachers, Mathematics Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Use the PLATO lab for course recovery classes.	Mathematics Curriculum Leader, Plato Lab Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Interpret graphs, maps, charts and measurements to reinforce mathematics skills as evidenced in teacher lesson planning.	Social Studies Teachers, Social Studies Curriculum Leader, Science teachers, Science Curriculum Leader, Mathematics teachers, and Mathematics Curriculum Leader	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Align curriculum both vertically and horizontally using the suggested district Pacing Guide, departmental action plan and data-driven assessment.	Mathematics Teachers, Mathematics Curriculum Leader	8/20/07	6/05/08	Seamless PreK-12 Curriculum	0
Use available bilingual math resources in the classrooms to include textbook glossary, on line resources and teacher created tools to assist ELL students.	Mathematics Teachers, Mathematics Curriculum Leader, HLAP Paraprofessional	08/20/07	06/05/08	Continuous Improvement Model	0
Monitor students in danger of failing by meeting with students and parents and establishing written/verbal communication while maintaining parental contact to include SWD and ELL students.	Student Services, Student Services Curriculum Leader, Program Specialist, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Using the Continuous Improvement Model, assess students using the District Interim Assessments as well as Edusoft reporting system.	Mathematics Teachers, Mathematics Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Identify and place students scoring in the lowest 25% on the FCAT mathematics test into an intensive mathematics course.	Student Services, Intensive Mathematics Teacher, Mathematics Curriculum Leader	08/20/07	06/05/08	Secondary School Reform	0
Apply mathematical formulas to solve scientific word problems, and increase the use of calculators and graphing to complete mathematical problems.	Science Teachers, Science Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Infuse technology to enhance curricula used in the classroom such as FCAT Explorer, Glencoe Resources, Skills Tutor, Riverdeep, and SuccessMaker.	Mathematics Teachers, Mathematics Curriculum Leader	8/20/07	6/05/08	Secondary School Reform	0



Create an intensive Saturday School tutorial program to target students with FCAT 1 and 2 scores using data-driven instruction. Evaluation of this program will be the results of the 2008 FCAT administration.	Mathematics Teachers, Mathematics Curriculum Leader, Assistant Principal for Curriculum	01/12/08	02/23/08	Continuous Improvement Model	15000
Give teachers refresher training in Edusoft, differentiated instruction, performance tasks, and technology.	Assistant Principal of Curriculum, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to build accelerated mathematics courses to strengthen skills for students functioning at Levels 3 or above.	Assistant Principal for Curriculum, Mathematics Curriculum Leader, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Using the Continuous Improvement Model, give teachers training and access to SPI to utilize student data when adhering to departmental action plans, and utilize the Academic Tutoring Program to assist students who need help, to include SWD/ELL students.	Mathematics Teachers, Mathematics Curriculum Leader, Program Specialist	08/20/07	06/05/08	Continuous Improvement Model	0
Implement group practices and increased use of manipulatives in the classroom to strengthen math skills.	Mathematics Teachers, Mathematics Curriculum Leader,	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Glencoe Mathematics Applications and Concepts Courses 1 and 2, Pre-Algebra, Algebra I, Geometry and the Continuous Improvement Model.

### Professional Development

Provide professional development that will include CRISS strategies, Creativity in the Classroom, the use of performance tasks, Edusoft, reciprocal teaching, and differentiated instruction.

### Evaluation

The evaluation component will include the 2008 FCAT Mathematics test as the final data of evaluation, but will also incorporate the district interim assessment(s) as a progress monitoring tool.

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

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

### **Writing Statement**

Students will increase their writing scores and meet state and federal standards in writing.

### **Needs Assessment**

In reviewing the trends of our school's writing scores for the past three school years, writing data reflects a 18% increase in the number of eighth grader scoring 3.5 or higher. Ninety-five percent of our eighth grade students scored 3.5 or higher on the 2007 administration of the FCAT Writing Plus test. In order to continue to improve writing scores, a series of intervention strategies have been implemented, along with professional development for teachers. Our existing school-wide writing plan must be revised in order to ensure program continuity from one grade level to the next and to address any deficit areas.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using the Sunshine State Standards, 95 percent of students in eighth grade will maintain or increase their score of 3.5 or higher on the 2008 administration of the FCAT Writing Plus test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assign once a month writing assignments and write lab reports and develop a science fair project to practice scientific writing.	Science Teachers, Science Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Monitor and place students in danger of failing by meeting with students and parents and establishing written/verbal communication while maintaining parental contact to include SWD and ELL students.	Student Services, Student Services Curriculum Leader, Program Specialist, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Give teachers training and access to SPI so they can utilize student data to drive the instructional process with departmental and team planning.	Language Arts Teachers, Language Arts Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Participate in writing current events, journal entries, and essays while reinforcing vocabulary development.	Elective Teachers, Elective Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0
Develop a 6-8 writing plan that enforces the Continuous Improvement Model and emphasizes the necessary skills needed for program continuity.	Language Arts Teachers Curriculum Leader Assistant Principal for Curriculum	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Use of graphic organizers emphasized in CRISS strategies to develop pre-writing exercises that will aid students to effectively develop main ideas.	Language Arts Teachers, Language Arts Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0
Write essays/short response 2-3 times per week, and will respond to writing prompts and will reinforce vocabulary development.	Social Studies Teachers, Social Studies Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0
Use peer editing when reviewing student writing samples as evidenced in daily lesson planning.	Language Arts Teachers, Language Arts Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0
Conduct an FCAT Writing workshop for parents to provide information on how to help their child improve in writing as evidenced by parent sign-in sheets.	Language Arts Teachers, Language Arts Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Create Writing Centers using a variety of graphic organizers to facilitate ESOL students with a visual approach to language development.	ESOL Teachers, ESOL Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0
Use literature to generate topics for writing assignments as evidenced in lesson planning.	Language Arts Teachers, Language Arts Curriculum Leader	08/20/07	06/05/08	District-wide Literacy Plan	0

### Research-Based Programs

Prentice Hall Writing and Grammar, Glencoe Writer's Choice, the Continuous Improvement Model

### Professional Development

Provide professional development that will include CRISS strategies, writing across the curriculum, creating a school-wide writing plan, FCAT writing strategies, sentence development, Creativity in the Classroom, and the use of Q-Cards.

### Evaluation

The evaluation component will include the 2008 FCAT Writing Plus as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool and pre/post writing assessments.

## Science Goal

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

#### *Florida Education Priorities*

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

#### *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"/>

### **Science Statement**

Students will increase their knowledge of science skills to meet state and federal standards in science.

### **Needs Assessment**

An assessment of 2007 FCAT Science data reveals that 38 percent of our students scored Level 3 or above, which is seven percentage points higher than the 2006 FCAT science score. The subtest with the greatest areas of deficiency was in the category of Physical/Chemical (44%).

### Measurable Objective

Given instruction using Sunshine State Standards, there will be a 25 percent increase of eighth grade students who will score a Level 3 or higher on the 2008 administered FCAT Science test, as compared to 38 percent meeting those standards in the 2007 administered FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Interpret graphs and charts to enforce scientific methods.	Social Studies Teachers, Social Studies Curriculum Leader	08//20/07	06/05/08	Continuous Improvement Model	0
Have students participate in a school-wide science fair that will highlight the scientific method, data collection, and graphing.	Science Teachers, Science Curriculum Leader	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Give teachers access to SPI so they can utilize data to individualize instruction to meet the needs of their students while adhering to their departmental action plans.	Science Teachers, Science Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Create and implement a data-driven action plan, by course subject, to address the tested benchmarks every 9-weeks using the Continuous Improvement Model.	Science Teachers, Science Curriculum Leader	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Monitor and counsel students in danger of failing (including ELL and SWD) each grading period while maintaining parental contact.	Student Services, Student Services Curriculum Leader, Program Specialist, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Use available bilingual science resources in the classrooms to include textbook glossary, online resources and teacher created tools to assist ELL students.	Science Teachers, Science Curriculum Leader, HLAP Paraprofessional	08/20/07	06/05/08	Continuous Improvement Model	0
Give teachers training and access to SPI so that they can individualize instruction to meet the needs of their students based on their 5th grade science scores.	Science Teachers, Science Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Seventh and eighth grade advanced students' curriculum will be supplemented with FCAT preparation material, and the use of the Q-cards to ensure that all tested benchmarks are reviewed.	Earth/Space and Biology Teachers, Science Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Offer advanced/high school level science courses to increase academic enhancement for those students whose FCAT scores are 3 or higher.	Assistant Principal for Curriculum Science Curriculum Leader	08/20/07	06/05/08	Advanced Academics	0
Assess students with school designed pre/post tests.	Science Teachers, Science Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Simulate FCAT-type science questions throughout the curriculum as evidenced by tests and quizzes.	Science Teachers, Science Curriculum Leader	8/20/07	06/05/08	Continuous Improvement Model	0
Have teachers use the District's Pacing Guide with minor adjustments to standardize curriculum among grade level classes in order to align with state and national standards.	Science Teachers, Curriculum Leader	8/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Implement science labs on a regular basis that coincide with the SSS/CBC standards as evidenced by lesson planning.	Science Teachers, Science Curriculum Leader	8/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Have students use technology such as Riverdeep, Gizmo's and the Internet to enhance science curriculum as evidenced by lesson planning.	Science Teachers, Science Curriculum Leader	8/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Glencoe Science Textbooks Levels I, II, and III, Prentice Hall Biology, Glencoe Earth/Space Science



# School Improvement Plan 2007-2008



## **Professional Development**

Provide professional development that will include CRISS strategies, FCAT Science Benchmarks, Creativity in the Classroom, use of the Q-Cards, and Research/Reference.

## **Evaluation**

The evaluation component will include the Science FCAT Test as the final data of evaluation, but will also incorporate the in-house developed science pre/post test assessment(s) as a progress monitoring tool.

## 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"/>

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

### **Parental Involvement Statement**

Increase parental involvement in school related activities.

### ***Needs Assessment***

Recognizing that student achievement is directly linked to parental involvement, opportunities to provide parents with information on how to maximize their child's educational experience is essential. Based upon the previous school year's data, there is a need to increase the number of parents attending school-wide events, such as PTSA meetings and parent evening inservices.

### Measurable Objective

Given the need to increase parental participation in school activities, there will be a 2% increase in parental involvement based on the parent sign-in sheets collected during the 2008 school year, as compared to the 2007 school year sign-in sheets reflecting 910 parent signatures.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Update the website to notify parents of events and student activities.(1)	Media Specialist,Assistant Principals	08/20/07	06/05/08	Improve Public Perception	0
Use student agendas to maintain parent contact and involvement. (1)	All Instructional Staff, Curriculum and Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Host monthly parenting workshops to discuss topics such as FCAT, articulation, and other informative topics for middle school parents such as our school-based Parent Resource Center. (6)	Curriculum Leaders,Assistant Principals	08/20/07	06/05/08	Improve Public Perception	0
Utilize the automated phone system and monthly student calendar to inform parents of events including information on the Parent Academy and to increase parental enrollement.(1)	Assistant Principals, Community School Assistant Principal, TRUST Counselor	08/20/07	06/05/08	Improve Public Perception	0
Monitor students in danger of failing, meet with students and parents, and establish written/verbal communication while maintaining parental contact to include SWD and LEP students. (1 & 2)	Student Services, Program Specialist, Student Service Curriculum Leader, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Provide positive student incentives that will encourage parental participation such as honor roll, student of the month, field trips.(3)	Team Leaders,Assistant Principals, Student Services, Student Services Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

National Council of PTA for Parent/Family Inclusion, What Your Child Should Know; web-site; District's School Climate Survey, The Parent Academy, No Child Left Behind U.S.; DOE ;Helping Your Child Become a Better Reader.

### Professional Development

Train parents in the following areas to help support the implementation of the School Improvement Plan: Accessing and utilizing the Parent Portal, the electronic grade book, and the school webpage. Accessing What your child should know website. Providing workshops on facilitating strategies for reading, writing, mathematics and science FCAT with their child.

### Evaluation

This objective will be evaluated utilizing the results of the number of parents signing in during school activities for the 2008 school year, as compared to the parent-in logs (910 signatures) from the 2007 school year.



### 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"/>

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

**Discipline & Safety Statement**

Decrease the number of outdoor suspensions at Howard D. McMillan Middle School.

**Needs Assessment**

Utilizing a Progressive Discipline Plan that will encompass alternatives to suspension, student expectations are communicated and target groups are developed to track student bullying, harrassment, mediation, and at-risk students. In addition, an accident log is created to record the nature and frequency of school related accidents, ensuring that school safety concerns are dealt with appropriately and expeditiously. There is a need to monitor the number of outdoor suspensions and to create alternatives to suspension in order to reduce the schoolwide suspension rate. There is a direct correlation between the reduction of outdoor suspensions and the achievement of being rated an "A" school by the state of Florida; as a result, there is a need to continue this trend of declining outdoor suspensions.

### Measurable Objective

Given the need to increase positive student behavior, there will be 5% decrease of suspensions as documented by the 2007-08 Student Case Management Referral System.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase School Resource Officer visibility around the school grounds.	School Resource Officer	08/20/07	06/05/08	Continuous Improvement Model	0
Create a monthly reward system for students "doing the right thing."	Assistant Principal, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Implement interactive bullying program with all 6th graders.	Student Services, TRUST Counselor, Student Services Curriculum Leader	8/20/07	6/05/08	Alternative Education	0
Establish a group/meet with those students who have been suspended for fighting and provide small group conflict mediation sessions.	Student Services, TRUST Counselor, Student Services Curriculum Leader	8/20/07	6/05/08	Alternative Education	0
Implement transition programs for 6th grade students in order to ensure student discipline and academic success.	Student Services Curriculum Leader, Student Services, Career Specialist	08/20/07	06/05/08	Alternative Education	0
Provide student orientation to discuss student expectations, the Code of Student Conduct and the Progressive Discipline Plan while regularly reviewing procedures using the Continuous Improvement Model.	Student Services	8/20/07	6/05/08	Truancy Prevention	0
Provide workshops and bullying/harassment prevention for parents as evidenced in parent sign-in sheets.	Student Services, Assistant Principals, TRUST Counselor	8/20/07	6/05/08	Alternative Education	0
Schedule quarterly safety committee meetings with faculty and staff to include the Critical Incident Response Team, head custodian, and zone mechanic in order to review schoolwide safety concerns, which will proactively address student behavior issues and result in fewer student outdoor suspensions.	Principal Assistant, Principals, Head and Lead Custodian, Zone Mechanic	8/20/07	6/05/08	Safe and High-quality Facilities	0

### Research-Based Programs

Continuous Improvement Model, Bullying Program, Middle Moves for grade six students.

### Professional Development

Teachers will be trained on using the school-wide Progressive Discipline Plan. Additionally, teachers in need of additional classroom management strategies will be asked to attend TEC workshops.

### Evaluation

Given the cumulative data on the case management referral process, the number of outdoor suspensions will be tallied. Furthermore, records of the nature and frequency of school-based accidents will be monitored and corrective action will be implemented as necessary. Logs that reflect student conflict mediation, evening intervention programs, and counseling services will be kept and used as a means to evaluate programs.

## Technology Goal

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

#### **Florida Education Priorities**

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

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

### **Technology Statement**

Increase student use of technology at Howard D. McMillan Middle School.

### **Needs Assessment**

In reviewing school computer lab logs, it is evident that Howard D. McMillan Middle School needs to increase student use of technology. For the 2008 school year, our school needs to increase the use of the computer labs by 2% from the 153 days of computer lab usage during the 2007 school year.

### Measurable Objective

The use of technology will increase by 2% as evidenced by daily computer logs, as compared to the 2006-07 school year reflecting 153 days of computer lab usage.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Media Specialist will create computer-based lessons for students.	Media Specialist	8/20/07	6/05/08	Continuous Improvement Model	0
Use reports from computer programs such as: SuccessMaker, Read 180, and Accelerated Reader to monitor student progress.	Language Arts Teachers Language Arts Curriculum Leader	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate technology such as SuccessMaker, Plato, FCAT Explorer, Riverdeep through the intensive reading/mathematics classes.	Assistant Principal, Reading/Mathematics Technology Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Incorporate the use of technology through the interactive classrooms across all content areas.	Assistant Principal of Technology, Curriculum Leaders	08/20/07	06/05/08	Education Innovation	0
Monitor the use of technology labs through teacher lesson plans.	All instructional staff	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

SuccessMaker, Student Performance Indicators (SPI) Data, Skills Tutor, Edusoft, Plato Learning, and Reading 180.

### Professional Development

Teachers will receive training with SuccessMaker, Skills Tutor, Promethean Classroom, Intelligence Classroom, Microsoft Office, Edusoft, Read 180, and Excelsior Gradebook.

### Evaluation

The evaluation component will include the tally of the computer logs maintained throughout the school year as well as the schedule of computer-based lessons provided to students.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

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

Increase the level of physical fitness and health awareness in our students.

### ***Needs Assessment***

In reviewing current data, it has been determined that more students need to participate in the FITNESSGRAM test and receive intensive instruction to assure success. Currently, only 38% of our student population took the test during the 2007 school year and out of those participants, (45%) were award winners. The total number of gold awards was 173 and the total number of silver awards was 154. It is our goal to increase the number of students participating in the FITNESSGRAM test.

### Measurable Objective

Using the FITNESSGRAM program, 45% percent of those students in grades six through eight who are currently enrolled in Physical Education and dance classes will receive gold or silver awards in the 2008 FITNESSGRAM Program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the FITNESSGRAM program as part of the daily lesson plan.	Physical Education Teachers, Elective Curriculum Leader, Dance Teacher	8/20/07	6/05/08	Student Wellness	0
Implement a Special Olympics programs for SWD.	Special Education Teachers, Elective Curriculum Leader	08/20/07	06/05/08	Student Wellness	0
Initiate an intramural sports program after school to increase students' physical fitness.	Elective Curriculum Leader	08/20/07	06/05/08	Student Wellness	0
Participate in Stability Ball & Body Ball classes to enhance Physical Education Activities.	Physical Education Teachers, Dance Teacher	08/20/07	06/05/08	Student Wellness	0
Enrolled students in both physical education and dance classes will be instructed in the use of pedometers.	Physical Education Teachers, Dance Teacher	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Using the FITNESSGRAM, all dance classes will participate to ensure a broader scope of participants.	Dance Teacher	08/20/07	06/05/08	Student Wellness	0

### Research-Based Programs

Personal Fitness for You/Hunter Textbooks  
 Powered by Pedometers/Walk 4 Life Inc.  
 Physical Education for Progress Grant (PEP)  
 FITNESSGRAM

### Professional Development

Professional development opportunities for Physical Education/Dance teachers relevant to fitness and health are provided throughout the year by the Division of Life Skills and Special Projects. The Curriculum Leader will attend a district FITNESSGRAM inservice for the 2008 school year.

### Evaluation

The evaluation component will include the FITNESSGRAM test as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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

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

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

Provide students at Howard D. McMillan Middle School the opportunity to become culturally educated as a whole child. The school will enhance curricular offerings by providing areas of enrichment and interest.

### **Needs Assessment**

After reviewing elective programs offered with Curriculum Leaders, it was determined that there is a greater need for advanced level elective courses in order to establish greater program progression. During the 2007 school year, Howard D. McMillan Middle increased the number of students enrolled in elective course by 1%. We will continue to offer high school credit courses in the foreign language program and offered advanced level courses in business education and family and consumer sciences. It is our hope that the trend to increase student participation in the elective programs continues as the number of students within the reading program decreases.

### Measurable Objective

Given the need to increase the number of students enrolled in elective courses, Howard D. McMillan will increase the number of students enrolled in the elective program by 1% for the 2007-08 school year as compared to 21.8% enrolled for the current school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the use of technology within elective department to enhance the curriculum.	Elective Teachers, Elective Curriculum Leader	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Increase the number of performances and competitions within the elective department.	Elective Teachers, Elective Curriculum Leader	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Identify potential band students at all grade levels to enroll in the band program during auditions and articulation with elementary feeder schools.	Assistant Principal for Curriculum, Band Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Increase the foreign language classes in French/Spanish to include high school credit options.	Elective Curriculum Leader, Foreign Language Teachers, Assistant Principal for Curriculum	08/20/07	06/05/08	Advanced Academics	0
Offer a curriculum fair, activity fair, and articulation program to encourage and promote the elective courses.	Assistant Principal for Curriculum, Elective Curriculum Leader	08/20/07	06/05/08	Academic Enrichment Opportunities	0

### Research-Based Programs

Continuous Improvement Model

### Professional Development

There will be professional development for teachers with Integrated Curriculum.

### Evaluation

The elective programs will be evaluated based on the number of students enrolled in the elective programs. For the 2006-07 school year, our elective enrollment increased by 1%, as compared to the 2005-06 school year.



## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Howard D. McMillan Middle School will rank at or above the 90 percentile statewide in the ROI index of value and cost effectiveness of its program.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that that the percentile ranking generated from the ROI index was at 80% for Howard D. McMillan Middle School during the 2004-05 school year. It is our goal to improve this standing by 1% points.

### Measurable Objective

Howard D. McMillan Middle School will improve its ranking of the State of Florida Return of Investment (ROI) index publication by one percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the after school tutorial program to ensure regular student attendance.	Assistant Principal of Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Curriculum Leaders, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants, private foundations, volunteer networks.	Principal, Assistant Principals, Curriculum Leaders, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Principal, Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	08/20/07	06/05/08	Improve Public Perception	0
Create student programs based on data-driven results.	Principal, Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0

### Research-Based Programs

Department of Education Return on Investment Indicators

### Professional Development

The administrative team and staff will receive additional training on supplemental funding sources such as grant writing and community partnerships.

### Evaluation

On the next State of Florida ROI index publication, Howard D. McMillan Middle School will show progress by increasing 1 percentage point for the Highest ROI Value.

**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 budget is reviewed annually with all stakeholders. Throughout the course of the school year, EESAC receives various proposals from departments requesting funds for materials which will impact student achievement.

**Training:**

EESAC members have participated in the School Improvement Planning process.

**Instructional Materials:**

During EESAC meetings, new items purchased are discussed and reviewed by the group as well as proposals from teachers requesting EESAC funds for supplemental materials designed to enhance student achievement.

**Technology:**

Technology purchases have been discussed with EESAC, and items received have been installed. Training has been scheduled and is currently taking place. The opportunity for questions was also afforded to all members of the group.

**Staffing:**

Staffing requirements are reviewed and shared with EESAC members.

**Student Support Services:**

Student Support Services provide support in the areas of tutoring, intensive reading and reading plus classes, counseling services, community school, before/after school care, enrichment programs, advanced academics, Inclusion, Student with Disabilities Program, Limited English Proficient Program, and parenting workshops.

**Other Matters of Resource Allocation:**

Snack items are being purchased out of EESAC funds for the proposed Saturday school tutorial program.

**Benchmarking:**

EESAC will oversee the targeted goals and objectives affiliated with the 2007-08 School Improvement Plan.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



A Safety Committee was developed and is meeting quarterly to discuss school safety. The Student Planner also outlines school safety and discipline practices. Activities such as honor roll recognition, field trips, and awards assemblies help to recognize those students who have shown significant student achievement and positive behavior.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	15000
Mathematics	15000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>30000</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*