

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Lakes Middle School (6501)

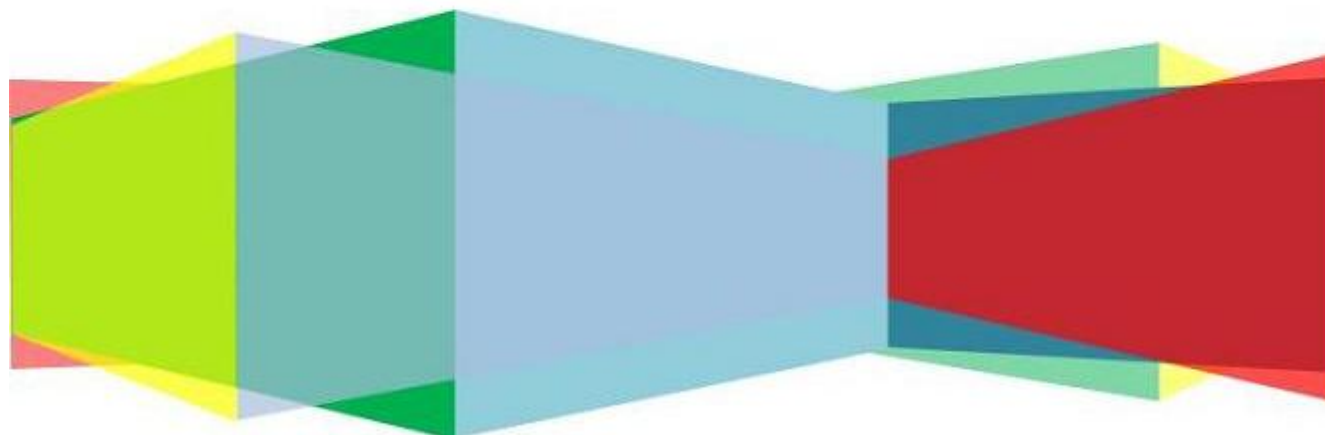
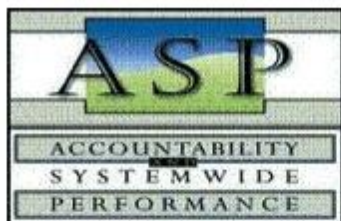
Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Joaquin Hernandez

Superintendent - Rudolph F. Crew, Ed.D.





School Improvement Plan 2007-2008



EXECUTIVE SUMMARY



School Improvement Plan 2007-2008



Miami Lakes Middle School is located on 26.01 acres in Miami-Dade County at 6425 Miami Lakeway North. The main two story building was built in 1974 and houses 46 classrooms and 12 portables. In 2003, eight additional classrooms were added to assist with the growing student population. This school currently educates approximately 1,088 students from the Greater Hialeah/Miami Lakes area. The current student population is divided within the three curriculum groups: standard curriculum 77.6%, Special Education (SPED) 8.4%, and English Language Learners (ELL) 14%. The racial/ethnic makeup of the student population is 7% White, 10% Black, 81% Hispanic and 2% Asian/Indian/Multicultural.

Miami Lakes Middle School is a Title I school that serves an affluent suburban multi-cultural community located in the Town of Miami Lakes. This is located in the northwestern part of Miami Dade County. The neighborhood includes single family homes, townhomes, multi-unit apartments, numerous businesses and schools. Within a 3 mile radius there are two K-8 Public Schools, (Miami Lakes K-8 Center and Bob Graham K-8 Center) a K-8 Private Catholic School (Our Lady of the Lakes Catholic School), an Early Primary Montessori School, and two primary private schools (The Growing Place and The Miami Lakes Christian School).

The Parent Teacher Student Association (PTSA) at Miami Lakes Middle School is active and instrumental in providing the school with the necessary resources to provide an equitable and optimal educational program.

In addition to a solid educational program, Miami Lakes Middle School offers an interscholastic athletics program and extracurricular academic opportunities before and after school. Since the school is located adjacent to Miami Lakes Optimist Park, students are afforded the opportunity to participate in a variety of school and non-school sponsored athletic activities to keep fit and healthy during and after school. The Student Services Department conducts monthly workshops to parents seeking to further strengthen their parenting skills. Our Student Council and the Educational Excellence School Advisory Council (EESAC) encourages students the opportunity to participate and serve in civic organizations.

The number of students tested on the Florida Comprehensive Assessment Test (FCAT) Mathematics section totaled 1,169 of which 526 were Level 1 or 2 which represents 45% of all students tested. The NCLB sub-groups performed on the FCAT Mathematics as follows: 39% of Black students scored at or above grade level, 49% of Hispanic students scored at or above grade level, 43% of Economically Disadvantaged students scored at or above grade level, and 15% of English Language Learners (ELL). The overall student population performed on the FCAT Mathematics as follows: 55% scored at or above grade level, 55% demonstrated annual learning gains, and 63% of the lowest 25% demonstrated annual learning gains.

The number of students tested on the FCAT Reading section totaled 1,170 of which 620 were Level 1 or 2 which represents 53% of all students tested. The NCLB sub-groups performed on the FCAT Reading as follows: 35% of Black students scored at or above grade level, 47% of Hispanic students scored at or above grade level, 41% of Economically Disadvantaged students scored at or above grade level, and 9% of English Language Learners (ELL). The overall student population performed on the FCAT Reading as follows: 47% scored at or above grade level, 54% demonstrated annual learning gains, and 61% of the lowest 25% demonstrated annual learning gains.

The teacher population at Miami Lakes Middle School is at 62 teachers with a 21.64 school wide class size average. Miami Lakes Middle School belongs to the Hialeah Miami Lakes Senior Feeder Pattern. Miami Lakes Middle School is the feeder pattern middle school for Palm Lakes Elementary, North Twin Lakes Elementary and a school of choice for Miami Lakes K-8 Center and Bob Graham K-8 Center.

Miami Lakes Middle School offers a variety of rigorous academic programs. Forty-seven advanced classes in the four core areas are scheduled. The gifted program is offered to eligible students in grades 6-8 in the 4 core subjects resulting in 30 sections of gifted courses. The school is not only proud of the gifted program, but offers high school level courses and/or advanced courses to high performing students such as its Mathematics and Science Cambridge Academy. An Extended Foreign Language with an emphasis in Speech/Debate and Law Studies are challenging our students as we prepare them for the highly competitive global economy.

While providing a sound educational program, Miami Lakes Middle School is aware of the areas of concern. The 2007-2008 school year student population is significantly less than the previous year. The student population has decreased by approximately 150 students as compared to the 2006-2007 totals. Six of the new teachers hired this school year do not have degrees in the field of education and the area of most concern is the two letter grade drop from "A" to "C".

Miami Lakes Middle School was awarded a few grants to support the school's vision and mission. The Middle School Enrichment Office granted the school with the 2007 Summer Camp. The Summer Camp afforded students in grades 6-8 in the community to academic and vocational enrichment activities. The Middle School Enrichment Office also granted the funds to provide parents seeking to further strengthen their parenting skills to attend training at the school during the evening hours. The Quality Zone Academics Bond (QZAB) Grant will provide lap top computers to all classroom teachers.

Miami Lakes Middle School will provide lap top computers to all their teachers thanks to the Quality Zone Academics Bonds (QZAB) two middle school enrichment grants awarded to Miami Lakes Middle School.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 60 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 62% of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 62% of Black students will score at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 62% of Hispanic students will score at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 62% of the ELL students will score at or above Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 62% of the Economically Disadvantaged students will score at or above Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 88% of students scoring a 3.5 or higher on the 2007 administration of the Writing Plus Assessment.

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

Given the school wide emphasis on parental involvement, Miami Lakes Middle School will demonstrate a ten percent increase in the number of parents involved in PTSA meetings, EESAC meetings, Parent Conferences and Parent Academy workshops as evidenced by comparing the attendance rosters for the 2006-07 and 2007-08 school years.

Given the emphasis on improving safety and the school environment, the number of students, parents and staff whom report feeling safe and secure at Miami Lakes Middle School during the 2007-08 school year will increase by 10 percentage points, as compared to the prior year's School Climate Survey safety rating.

Given schoolwide emphasis on the use of the computer lab, an increase of 10 percentage points in participation in the computer lab will be evidenced by comparing the attendance logs from 2006-2007 to those of 2007-2008.

Given instruction within the physical education department that incorporates the Sunshine State Standards and the National Standards for Physical Education, 33% of students in grades six through eight who participate in the physical fitness test will receive silver or gold awards as evidenced by the results of the 2007-08 FITNESSGRAM Test.

Given an emphasis on sponsoring county and district sponsored vocational and fine art contests, students in grade 6-8 will increase their participation in county and district sponsored vocational and fine art contests by 5 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Miami Lakes Middle School will improve to the 87th percentile ranking on the State of Florida ROI Index publication on the next publication of the index.



School Improvement Plan

2007-2008



The two lowest areas for improvement according to the Organizational Performance Improvement Snapshot Survey (OPIS) are Strategic Planning and Process Management. Strategic Planning resulted in one of the two areas of weakness. As Miami Lakes Middle School aims for excellence, this area must be addressed. Even though the 4.2 average score is out of a possible 5.0, implementing the Continuous Improvement Model (CIM) will involve all staff members in the goal setting phase and eventually increase involvement. Process Management demonstrated the other area of weakness. This area must be addressed as well. Even though the 4.2 average score is out of a possible 5.0, improving the control we have over attaining, using, and implementing both resources and data will help in attaining our goal to provide an equitable and optimal educational program.



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.

6501 - MIAMI LAKES MIDDLE SCHOOL

VISION

The teachers, staff, parents, and business community of Miami Lakes Middle School are committed to providing students with a comprehensive, educational foundation that promotes the development of lifelong learners and productive citizens. We believe that all students can achieve. We promote an educational environment which supports individual learning differences and values the diverse cultural experiences of all students. We aim to provide an environment where students become self-confident and take pride in their individuality. We encourage professional collaboration among teachers, administrators, and support staff as a means of advancing professional growth. Teachers, parents, and the business community work as integral partners in improving student achievement.

MISSION

Our mission is to obtain the optimal level of achievement for everyone in an ever-changing, technological world by connecting our curriculum to careers. We will clearly delineate the steps necessary to ensure academic achievement in the areas of reading, writing, mathematics, science, and advanced academics. We will also provide a multicultural, success-oriented environment, involving the family and community, dedicated to producing life-long learners. We will consistently assess our growth to ensure the successful attainment of our goals.

CORE VALUES

Respect

Respect is at the heart of all school life. Mutual respect among students, faculty and parents fosters learning. Respect grows out of shared appreciation for the honest effort that each stakeholder makes to the success of school life. A positive relationship between the teacher and student is the basis for a high achieving school environment.

Achievement

All students are expected to achieve to best prepare them for a successful future. We offer an academic course of study that gives students the opportunity to exceed performance standards for clearly stated and explicit teacher expectations driving instructional activity.

Accountability

We willingly accept the responsibility for the achievement of our students, the satisfaction of stakeholders and the wise use of resources entrusted to us.

Community

We are strongly committed to our school's relationship with our community. One cannot exist without the other. This partnership sustains our success.

Integrity

The Miami Lakes Middle School culture consistently emphasizes the discernment of right from wrong, the importance of sound decision making and good choices, and trust building principles. Integrity shown through character education principles is fundamental to becoming a responsible citizen.

Diversity

Each student is a unique individual who must be encouraged and provided opportunities to reach his or her full potential. Our educational program reflects the diversity of our community. Students enroll from many different backgrounds and we design programs and activities to maximize their participation and success.

Professional Excellence

High student achievement grows from the quality of our faculty and the support given to them. Content knowledge and instructional skill are expected. Faculty understand the learning process and are motivated, individually and collectively, to design and implement those programs that move students to higher levels of understanding. Administrators are leaders of the teaching/learning process; know their curriculum and direct instructional analysis.

Safety

The safety and security of the school environment ensures that the instructional process will proceed without concern for personal welfare. External and internal safeguards are part of daily administrative activity, and all adults understand their responsibility to maintain a tone of order and civility. Students are unencumbered by any form of harassment. Students understand that ethical and civil behavior is required in school and at all school functions.

Continuous Improvement

We recognize that our environment is changing rapidly, and that student success is based on constant self-evaluation and improvement. Data analysis is a daily routine in all aspects of school activity. A variety of assessment strategies provide instructional guidance and direction.

School Demographics

FACILITY/COMMUNITY:

Miami Lakes Middle School is a Title I school with 63% of the student population on free or reduced lunch. The school is located on 26.01 acres in Miami-Dade County at 6425 Miami Lakeway North. The main two story building was built in 1974 and houses 46 classrooms and 12 portables. In 2003 eight additional classrooms were added to assist with the growing student population. There are currently no renovation or capital improvement projects in process, but an extra large classroom was converted to the Reading Resort.

The Reading Resort is an over-sized classroom where intensive reading teachers can take advantage of instructional resources to target student reading deficiencies. The Reading Resort has 10 desktop computers with Internet access and loaded reading software, listening stations, recording stations, writing center, and an independent reading area with lounge chairs.

Student Demographics

Miami Lakes Middle school currently educates approximately 1,088 students from the Greater Hialeah/Miami Lakes area. The current student population is divided within the three curriculum groups: standard curriculum 77.6%, Special Education (SPED) 8.4%, and English Language Learners (ELL) 14%. The racial/ethnic makeup of the student population is 7% White, 10% Black, 81% Hispanic and 2% Asian/Indian/Multicultural.

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UNIQUE ASPECTS/ADVANTAGES:

Miami Lakes Middle School has unique aspects that present educational advantages. The school is located in an affluent town with a supportive Town Council and Educational Advisory Committee that provides resources to improve our educational program. Monetary donations have resulted in the necessary funds to wire all 12 portables for Internet access and purchase 30 mobile lap top computers. The Secondary School Reform has provided opportunities for students to participate in Small Learning Communities. The Small Learning Communities are referred to as "Academies". The school offers a Cambridge Academy that focuses on mathematics, an Extended Foreign Language Academy that provides student with a bilingual education program and electives in speech/debate and law studies. The Health Academy emphasizes personal health, fitness and science.

UNIQUE ASPECTS/AREA OF CONCERN

Miami Lakes Middle School has unique aspects that may impede the school's success. The teacher shortage crisis has affected the hiring of teachers with degrees in education. All six beginning teachers hired this school year do not have degrees in education. The new teachers not only have to address the growing pains of a beginning teacher, but the pressure of a beginning teacher required to register for educational courses to satisfy certification issues.

TEACHER DEMOGRAPHICS:

The Literacy Leadership team is made up of the following members: principal, assistant principal for curriculum, reading coach, EESAC Chairperson, UTD Steward, media Specialist, SPED teacher, intensive reading teacher and the department chairpersons from language arts, science mathematics and social studies.

Miami Lakes Middle School employs a total of 93 full time staff members and 14 part-time staff members. Of this group, four are administrators, 57 are classroom teachers, 6 are special education teachers, 2 are ELL teachers, 3 are guidance counselors, one Career Specialist, one TRUST counselor, one media specialist, one computer specialist, 3 are paraprofessionals, 5 clerical employees, one parent aide, one Community Involvement Specialist, 14 cafeteria workers, and 6 custodial service workers. There are currently no vacant positions. The ethnic and gender breakdown for the 57 classroom teachers is as follows: 18 teachers are White (32%), 15 teachers are Black (26%), 29 teachers are Hispanic (51%), 18 teachers are male (32%), 39 teachers are female (68%). The educational degree breakdown for the instructional staff is as follows: 23 teachers have their Masters degree (40%), and 4 have either a Specialist or Doctorate degree (7%). The 6 new teachers make up 10% of the instructional staff.



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CLASS SIZE/TEACHER TO STUDENT RATIO:

Our school-wide class size average is at 21.64 and the student teacher ratio is 17.54 to 1.

ATTENDANCE RATE:

The attendance trend for Miami Lakes Middle school is as follows: 2005-2006 94.28% and 2006-2007 95.30%.

FEEDER PATTERN:

Hialeah-Miami Lakes Senior High School (HML) is the feeder pattern high school for Miami Lakes Middle School. HML is an "F" zone school located in the city of Hialeah and enrolls approximately 2779 students in grades 9 – 12. HML draws from three diverse socio-economic areas. Students attending HML live in the northwestern portion of Hialeah, the town of Miami Lakes, and the city of Opa-Locka. The composition of the student population is 70.5% Hispanic, 24.7% Black, 3.8% White, and 1% other. The special needs population is composed of 13.2% Students with Disabilities, 52.6% Free and Reduced Lunch students, and 17.4% ELL.

Hialeah-Miami Lakes has a 60.9% graduation rate among students who graduate within four years of initial entry into 9th grade. HML's dropout rate is 3.4% Hialeah-Miami Lakes employs a total of 226 full-time staff and 40 part-time staff. This group is comprised of five administrators and 155 classroom teachers of which 26 are special education teachers, and six are ELL teachers. In addition, there are six counselors, one TRUST specialist, one clinician, one EH counselor, one College Assistance Program (CAP) Advisor, one Career Specialist, one Program Specialist, one Behavioral Management Specialist, one Art Therapist, one Media Specialist, and numerous other para professionals, clerical, and support staff. The professional qualifications of teachers with advanced degrees show seven percent with Specialist Degrees, 36.8 percent with Masters Degrees, and three teachers are Nationally Board Certified.

Several issues concerning challenges in learning have been identified. There is a high student mobility rate which results in frequent absences and a lack of continuity for the students. This poses a challenge for the students and teachers to achieve the desired educational goals of the curriculum. Although after-school tutoring is available to students, they are reluctant to spend time outside the classroom to master new skills and reinforce the skills taught in class. In addition, only a small percentage of students have computer access at home.

The curricular offerings are extensive, providing for the needs of the student body at all levels of ability and interest. Awards, recognitions, and grants are numerous and include: national band recognitions, state JROTC recognitions, state performing arts recognitions, state-recognized AIDS and Drugs Awareness programs, state-recognized anti-bullying program "Be Nice", district community service awards, Hispanic Heritage Cervantes Essay awards, and several grants including the Comprehensive School Reform Grant and the Technology Mentor Grant.

SPECIAL PROGRAMS:

Miami Lakes Middle School is a Title I School. The Title I Program is a high performance program dedicated to helping children meet same challenging academic standards that States are required to establish for all children.

Miami Lakes Middle School established a tradition of educational excellence and has been the pride of parents, teachers, students and community throughout the years. As a new academic school year begins, Miami Lakes Middle School continues to pioneer in the forefront of Secondary School Reform.

Miami Lakes Middle School is committed and dedicated to offer a diverse curriculum, rich in accelerated courses. Students are challenged with an array of rigorous academic programs which provides a more holistic and integral learning experience. We act earnestly about improving learning and assessing learning outcomes. Today's "knowledge based" economy, students must possess strong literacy, analytic, and mathematical skills to succeed in postsecondary education or the workforce. Therefore, Miami Lakes Middle School offers Small Learning Communities. A school-within-school approach which students are engaged in intellectual interaction for the purpose of learning.

Supporting a community of learners is not only advantageous, it is also necessary, because students construct knowledge by working together, not just cooperatively but interdependently. It fosters active learning over passive learning, cooperation over competition, and community over isolation.

The 2006-2007 school year embarked the beginning of an educational milestone at Miami Lakes Middle School as the school shone the light on the Cambridge Academy and the Academy of International Relations and Law Issues.

Inspired by the secondary school reform movement, selected students participated in a rigorous integrated course of science and mathematics in the internationally recognized Cambridge Academy or in a demanding Spanish and social science curriculum with an emphasis in law related studies.

The Cambridge Academy incorporated the European model of instruction in mathematics and science. The instructional model



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integrated the physical and biological sciences and emphasized learning through research and exploration. The same approach was evident in mathematics as our students explored algebra, geometry, trigonometry, and calculus.

Students from the feeder pattern elementary schools will be recruited and encouraged to apply for the academies. Recruitment efforts for the smaller learning communities/academies will be afforded to all students. Participation in the academies is by choice, but may randomly be assigned. Participating students will remain as a group throughout their 3 year tenure at Miami Lakes Middle School. Students accepted to these programs must maintain a 2.5 GPA in the prescribed course of study. If a student's GPA falls below a 2.5, he/she will be placed on academic warning and registered for academic support. Students failing to bring their GPA to 2.5 by the following nine-week grading period will be removed from the program.

The application process includes an evaluation of FCAT scores, academic/effort/conduct grades, and teacher recommendation. If the number of students exceeds the desired count, applicants will be selected randomly. After candidates for the program have been chosen, a meeting with parents and students will be held at the school for the purpose of providing more information to both parties.

University of Cambridge International Examinations (CIE) is the world's leading provider of international qualifications for 14 to 19 year-olds. It offers a broad range of internationally recognized qualifications, both academic and vocational, which has developed successful students worldwide. Cambridge also works hard to make sure CIE Centers, like Miami Lakes Middle School has the best support and service.

Cambridge International Diplomas assess the practical application of career-based knowledge across a range of business areas, providing candidates with a globally accepted and valued qualification that demonstrates their ability to both educators and employers.

Students in the Cambridge Academy are encouraged to work at their highest level and enroll in Honors or Advanced Placement (AP) level courses in high school.

Expectations are high for students in this academy. Students will study language arts, mathematics, science and social sciences in an advanced curriculum while studying social sciences in Spanish. This academy combines Spanish, international studies and civic education in a creative way to produce students who can communicate orally and in writing in English and Spanish with proficiency commensurate with their experiential and educational level, age, and interests, and who can interact effectively with groups using those languages. This three year program will prepare students to identify community issues or problems and develop a method by which it will be addressed. Support is provided by the Center for Civic Education Hearing Process.

Students in the International Relations and Law Issues Academy are encouraged to work at their highest level and should enroll in Honors or Advanced Placement (AP) level courses in high school.

The Health and Medical Science Academy will inaugurate during the 2007-2008 school year. This academy will provide planned learning experiences for students interested in the health care/medical field. This academy has been designed to involve students in the integral part of health-care program objectives, knowledge and skill reinforcement to students. In addition to introduce the needs and demands of the health care industry, provide experiences as to the need of multi-skills and working in non-traditional settings.

Students in the Health and Medical Sciences Academy are encouraged to work at their highest level and should enroll in Honors or Advanced Placement (AP) level courses in high school and courses designed to prepare individuals with competencies required to assist qualified health care professionals.

SCHOOL COMMUNITY RELATIONS/PARTNERS:

The Town of Miami Lakes is a unique community partner because of their consistent involvement in supporting all aspects of the school. From beautification of the grounds to attending a forum on student and parent issues at the school, we can always expect to have a representative present and taking an active part. Often community organizations freely offer volunteer services but, the Town of Miami Lakes goes beyond that in numerous ways. They provide police officers that not only conduct traffic but provide additional protection when needed. They take an interest in the school grounds and surrounding areas through a variety of school beautification projects such as a butterfly garden and enhancements to the swell area in front of the school at Miami Lakes Middle School. Of particular note, through their financial assistance, students have been able to access state of the art resources to enhance their learning. As a business partner on the EESAC they have been instrumental in ensuring that the EESAC resources are appropriately distributed and used to reinforce the academic program. As a Dade Partner, the Town of Miami Lakes has demonstrated their commitment and dedication to being a Partner in Education. Their countless volunteer hours, the overwhelming support and much appreciated financial support have provided Miami Lakes Middle School with invaluable resources to enhance our school goals. It is a rare opportunity to have the privilege to work collaboratively with an organization that is in tune with the needs of our school, and has been able to provide in such a selfless way.

GRANTS:

Miami Lakes Middle School was awarded a few grants to support the school's vision and mission. The Middle school Enrichment Office granted the school with the 2007 Summer Camp. The Summer Camp afforded students in grades 6-8 in the community to academic and vocational enrichment activities. The Middle School Enrichment Office also granted funds to provide parents seeking to further strengthen their parenting skills to attend training at the school during the evening hours. The Quality Zone Academics Bond



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(QZAB) Grant will provide lap top computers to all classroom teachers.

School Foundation

Leadership:

This section demonstrates the strength of the school (4.5) based on the results from the Organizational Performance Improvement Snapshot Survey (OPIS). The faculty and staff are highly satisfied concerning their roles in the day to day operation. In addition, the positive working environment that is evident at the school sets direction in order to satisfy our vision and mission.

District Strategic Planning Alignment:

This section resulted in one of two areas of weakness. The District Strategic Planning Alignment demonstrated an average score of 4.2. As Miami Lakes Middle School aims for excellence, this is an area that must be addressed. Even though the 4.2 average score is out of a possible 5.0, implementing the Continuous Improvement Model will involve more staff members in the goal setting phase and eventually increase involvement.

Stakeholder Engagement:

This section demonstrated the third highest score (4.4) from the OPIS. The level of satisfaction of its customers is high, however continuous survey in this area is needed to ensure customer and market focus.

Faculty & Staff:

This section demonstrated a high score of 4.4 according to the OPIS. The respondents to this survey indicated a high satisfaction with the concept of working as a team. A stronger approach to encouraging job skills to develop skills for career advancement will be addressed. This is an area where further action must be implemented to improve satisfaction.

Data/Information/Knowledge Management:

This section along with leadership indicated the highest satisfaction by obtaining a 4.5 of 5.0. Much attention has been made to data analysis as the Instructional Improvement Team produced a curriculum map and an academic improvement model to address school-wide deficiencies.

Education Design:

This section resulted in one of two areas of weakness. The Education Design Demonstrated an average score of 4.2. As Miami Lakes Middle School aims for excellence, this is an area that must be addressed. Even though the 4.2 average score is out of a possible 5.0, the administration must ensure that the process in place is well understood and supported by all. Implementing the Continuous Improvement Model and involve more staff members in curriculum issues will improve communication and support and understanding of the operational process.

Performance Results:

This section indicated an average score of 4.3 of 5.0 on the OPIS which demonstrates that the school is performing well in areas other than academics. Much attention has been made in addressing the social and emotional aspects of teachers and students.

Schools Graded 'C' or Below

Professional Development:

1. Teachers will be encouraged to attend professional development training on Differentiated Instruction provided by the District.
2. Teachers will be provided training on Differentiated Instruction.
3. The Reading Resort will provide an ideal environment for implementation of new Differentiated Instruction activities.
4. The Reading Resort will be available weekly for reading teachers and their learners.
5. The reading coach and a reading teacher will serve as the mentor for classroom teachers to facilitate Differentiated Instruction.
6. The reading coach and reading teacher will debrief their experiences.
7. Teachers will be encouraged to share Differentiated Instruction Best Practices during department meetings.
8. The library will purchase and make available "It's Being Done": Academic Success in Unexpected Schools by Karen Chenoweth and Leadership for Differentiating Schools and Classrooms by Carol Ann Tomlinson and Susan Demirsky Allan to all teachers.
9. Department Meetings are scheduled Wednesdays and Thursdays to discuss assessment results and effective instructional practices.
10. Teachers will be scheduled to attend professional development based on their individual and instructional needs.

Disaggregated Data :

1. Results of the Gates MacGinite test will be used by classroom teachers to gather additional baseline information to assist with the building of initial reading groups in the intensive reading classes.
2. Teachers will utilize informal and informal assessment results to identify areas of strength and improvement.
3. These groups will be flexible and will change to meet student needs as determined through ongoing teacher assessment, observations and professional judgment..
4. Teachers will be provided results of their individual students' FCAT scores so they can be aware of students' strengths and deficiencies in order to plan effectively to enhance learning.
5. District assessments such as Interim assessments and ORF results will be analyzed and teachers will formulate lessons to enhance students' areas of weakness.
6. Ongoing teacher assessments will be used to monitor student progress and to reinforce areas of need.
7. Department meetings are scheduled Wednesdays and Thursdays to discuss assessment results and effective instructional practices.
8. Debriefing protocols including "Unwrapping the Benchmark" will occur during department meetings.
9. Teachers will use the Miami Lakes Middle School initiated "FCAT Teacher Reflection Summary" to reflect towards instructional practices.

Informal and Formal Assessments:

1. District assessments such as the Interim Assessments in reading, mathematics and science, Oral Reading Fluency (ORF) will be used to measure student progress.
2. The Gates MacGinite Test is administered to all students in intensive reading classes in August and will be re-administered in May.
3. Results of the Gates MacGinite Test are discussed with students and attainable goals are set for each quarter.
4. Scholastic Reading Inventory (SRI) will be used quarterly in the Special Education (SPED) classrooms.
5. STAR tests will be administered during the beginning and end of the year to determine student reading progress.
6. Teacher classroom assessments will include observation, chapter and unit tests.
7. Timed reading assessments will occur at the beginning of each Intensive Reading class to monitor student fluency.
8. Florida Comprehensive Assessment Test in Reading, Mathematics, Science and FCAT Writing +.
9. Accelerated Reader will be administered to monitor student reading goals.
10. Department created pre-post assessments will be used to determine academic progress.

Alternative Instructional Delivery Methods :



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1. Students identified as needing additional academic support, Lowest 25% in Reading, will be provided tutorial services in a small group setting.
2. Students will complete FCAT Explorer activities.
3. Students in the Reading Resort will complete Compass Learning activities which provide instruction in their area for improvement.
4. Students in the computer lab will work on the Science Research Associates (SRA) lab after they are placed according to their placement level.
5. Students in our Small Learning Communities will receive additional instruction in mathematics and science with the use of the mobile computer lab.
6. Students who have been identified as requiring a credit recovery in language arts, mathematics, social sciences, and science will be scheduled in computer based course recovery class/es.
7. Students in reading, language arts and content area classes will listen to audio books to experience novels in various genres to enhance their vocabulary skills, comprehension skills and background knowledge.
8. The social sciences department will require students to read at least one novel during the year on a topic aligned with their instructional focus to further enhance learning opportunities.

Schools Offering Primarily Grades 6 through 12

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

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

- Describe how every teacher contributes to every student's reading improvement.

Through the use of "CRISS" strategies, every teacher contributes to every student's reading improvement. Teachers select "audio-books" and utilize them in core subjects. Teachers analyze assessment data to determine student weaknesses. Mathematics teachers focus on word problems. In addition, elective teachers are paired with core teachers to facilitate the implementation in school wide reading programs.

- Describe how quality professional development is provided to teachers and principals with the tools they need to better serve students

Through department meetings as needs arise, professional development activities are scheduled on an individual basis as opposed to "school wide" scheduled professional development activities. This means that "teacher needs will drive professional development within all subject areas. In addition, Curriculum Specialists from the region are scheduled to work with small groups of teachers during department meetings to update them on the latest teaching trends and research-based programs.

- Describe how small learning communities allow teachers to personalize instruction to better address student learning styles, strengths, and weaknesses

Through programs such as the Cambridge program, our law studies program, gifted program and our health and medical science program, student learning styles are addressed as well as strengths. These small learning communities allow teachers to focus in on student interests.

In addition, remedial classes in reading and mathematics are scheduled according to student's academic levels to allow teachers to personalize instruction and better address student learning styles and weaknesses.

- Describe how intensive intervention in reading and mathematics occur early and through innovative delivery systems.

Through the monitoring of assessments, teachers in reading and mathematics will be identifying student's weaknesses. Teachers may also

access SPI to see students FCAT scores from the previous year. In addition, teachers are provided with students FCAT scores by content cluster, as well as a list of the lowest students in the 25th percentile. Students needing intensive intervention are placed in homogenous groupings.

- Describe how parents access tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.

Parents may obtain a password to log onto the systems electronic grade book to see their child progress. They may communicate with teachers via the teacher's e-mail address. Teachers have counselors contact parents for early intervention assistance. In addition, pertinent information is addressed on the school's website.

- Describe how applied and integrated courses help students see the relationships between subjects and relevance to their future.

The vocational education department in conjunction with all other departments is working and planning together to develop and enlighten relationships to careers and student's futures.

- Describe how school is more relevant when students choose courses based on their goals, interests and talents.

Through the development of "mini academies" students are able to select areas of interest, such as mathematics, science and law studies. Knowing that school is more relevant when students chose courses based on their goals, interests, and talents, the application of knowledge to areas of interest are stimulants to the acquisition and development of the love of learning. Students then have a clear vision that they are pursuing an education which is beneficial to their personal goals and success.

- Describe how master schedules do not determine instruction but are designated based on student needs, not adult or instructional needs.

At Miami Lakes Middle School, the master schedule is based on student needs. For example, this school year, students who needed additional learning time in mathematics and reading, were scheduled into intensive classes so that they may receive that additional instruction. In addition, electives were broadened so that students may attend classes of interest.

- Describe how academic and career planning is used to engage students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

Through the offerings of small learning communities, and vocational education offerings, students are afforded the opportunity to explore meaningful course studies so they may achieve goals they have set for themselves. In addition, "career day" is held to expose students to various careers in various fields.

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

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

Reading Statement

Students in grades six through eight will improve their reading skills as evidenced by the 2008 administration of the FCAT.

Needs Assessment

An assessment of the 2007 FCAT Reading data reveals that 53 percent of students have met the state required mastery level, 54 percent have made annual learning gains, and 61 percent of students scoring in the lowest 25 percent have made adequate progress. Utilizing the Continuous Improvement Model (CIM), data was gathered, analyzed and strategies were formulated to remedy deficiencies. Data reflects that students in sixth grade were most successful with Words/Phrases and Comparisons. Alternately, they need help in Reference/Research and Main Idea/Author's Purpose. The seventh grade students were most successful in Comparisons and Main Idea/Author's Purpose. Alternately, they need help in Word/Phrases and Reference/Research. The eighth grade students were most successful with Word/Phrases and Comparisons. While they need help in Main Idea/Author's Purpose and Reference/Research. The performance in the weakest areas for each grade level reveals the need for additional help. The assessment data also demonstrates other areas for improvement which include, but are not limited to the following: a refresher training course for CRISS-trained staff on those learning strategies which maximize reading comprehension, an instructional initiative which promotes reference and research skills school wide, the need for instructional frameworks across the curriculum which encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement, training in differentiated instruction, and training on how to uses data to drive instruction in lesson planning. Adequate Yearly Progress (AYP) was not achieved by any of the subgroups. Therefore, these students must be targeted through data driven instruction, assessment, and differentiation within the classroom.

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 checked="" type="checkbox"/>	<input 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 60 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal	08/20/07	05/30/08	Continuous Improvement Model	0
Identify students scoring at the lowest 25% so that they can be targeted through specific data driven instruction and use the Regional Center Data Debriefing Protocol to conduct debriefing sessions with teachers.	Principal, Assistant Principal for Curriculum	7/09/2007	08/27/2007	Other/ Not Applicable	0
Initiate a Saturday Academy Program for English Language Learners (ELL) students by grouping students who did not achieve Adequate Yearly Progress (AYP) homogeneously using FCAT data. Use FCAT 06-07 data to evaluate this academy.	Assistant Principal Language Arts Department Chairperson	9/16/2007	9/28/2007	Other/ Not Applicable	2340
Continue to offer a Saturday Academy program to students at all FCAT levels for remediation, reinforcement, and enrichment.	Principal Assistant Principal	8/27/2007	3/31/2008	Other/ Not Applicable	11000
Continue to implement and monitor Compass Learning, Accelerated Reader and Read 180 (used in students with disabilities) reading programs.	Principal Assistant Principal Language Arts Department Chairperson Language Arts Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Comply with all components of the District's Comprehensive Research Reading Plan, (CCRP), utilizing the District's Curriculum Pacing Guide.	Language Arts Teachers Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Maintain hourly teacher to provide reading skills pull-out instruction to lowest 25%, Economically Disadvantaged, and all subgroups not meeting AYP. The success of the pull-out tutorial program will be evaluated by comparing pre and post test scores using the in house tests or the District's Interim Assessments.	Principal Assistant Principal	8/24/2007	5/30/2008	Other/ Not Applicable	37830
Continue to sponsor a literature book club in which classics are read as an enrichment activity for those students scoring Level 3 and above on the FCAT Reading Assessment and promote reading to all by encouraging students to obtain library cards from the town library.	Principal Assistant Principal, Language Arts Department Chairperson, Language Arts teachers.	9/27/2007	5/30/2008	Other/ Not Applicable	640
Schedule students scoring at Level 1 on the FCAT Reading Assessment into intensive reading classes.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	73580
Review and monitor student's reading logs to ensure district compliance of at-home and in-school reading requirements.	Assistant Principal Language Arts Department Chairperson Language Arts Teachers	8/28/2007	5/30/2008	Other/ Not Applicable	0
Update and utilize in-house teacher developed curriculum maps that target areas of deficiencies and weaknesses from the 2007 administration of the FCAT Reading Assessment.	Assistant Principal, Curriculum Writing Team, Language Arts Department Chairperson	8/1/2007	5/30/2008	Other/ Not Applicable	11000
Initiate gatherings for inclusion and classroom teachers to review students' progress in the inclusion program.	Assistant Principal, Language Arts Department Chairperson, Language Arts teachers.	9/27/07	5/30/08	Other/ Not Applicable	
Provide teachers with 06-07 content cluster data of all classes so that they may reflect upon their students learning gains and their teaching styles and strategies.	Principal, Assistant Principal for Curriculum	8/20/07	5/30/08	Continuous Improvement Model	
Schedule Scholastic Book Fair and visiting authors to promote reading school wide	Media Specialist	9/26/07	5/30/08	Education Innovation	

Research-Based Programs



School Improvement Plan 2007-2008



Compass Learning
Read 180
FCAT Explorer
Prentice Hall Literature: Timeless Voices, Timeless Themes
Bridges to Literature
Writers Choice
Creating Independence through Student-owned Strategies (CRISS)
Edusoft

Professional Development

Curriculum Mapping In-service
CRISS Training
Inclusion Training
Data Analysis Training
Continuous Improvement Model (CIM) training
Electronic Gradebook Training
Edusoft Training
Comprehensive Research Based Reading Plan

Evaluation

SUMMATIVE

The reading portion of the 2007 FCAT will be used as the final data evaluation.

FORMATIVE

In addition to the 2007 FCAT, the district's interim assessments, as well as other assessments utilizing the Edusoft Benchmark Program, SRI, Read 180, Compass Learning, Accelerated Reader, FCAT Explorer, textbook generated, teacher generated and other in house exams will be used for evaluating enrichment and tutorial programs. The Continuous Improvement Model, (CIM), will be used to analyze data and remedy deficiencies.

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

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

Mathematics Statement

Students in grades six through eight will improve their mathematics skills as evidenced by the 2008 administration of the FCAT.

Needs Assessment

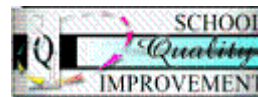
Results of the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics Test indicate that 55% of the students have met the state required mastery level and that 67% have made annual learning gains. Utilizing the Continuous Improvement Model (CIM), data was gathered, analyzed and strategies were initialized. The sixth grade students were most successful in the following strands: Geometry (56%) and Data Analysis (56%). Sixth grade students demonstrated a deficiency in Measurement (44%), Algebraic Thinking (38%) and Number Sense (44%). The seventh grade students were most successful in Data Analysis (56%), Algebraic Thinking (56%) and Number Sense (56%). Seventh grade students demonstrated a deficiency in Measurement (44%), and Geometry (50%). The eighth grade students were most successful in Number Sense (50%) and Measurement (50%). Eighth grade students demonstrated a deficiency in Algebraic Thinking (33%), Geometry (42%) and Data Analysis (42%). The performance in the weakest areas for each grade level reveals the need for additional help in those areas. The sub groups of Hispanic, Black, Economically Disadvantaged, and English Language Learners (ELL) did not meet Adequate Yearly Progress, (AYP). Students in each grade level were assessed September utilizing an FCAT-style Benchmark Assessment using EduSoft to assist with data desegregation. These assessment results will be used to gather baseline information and measure the learner's progress to post-test results to measure gains in these areas.

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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 62% of students scoring at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 62% of Black students will score at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 62% of Hispanic students will score at or above achievement Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 62% of the ELL students will score at or above Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 62% of the Economically Disadvantaged students will score at or above Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Step #1 of the Continuous Improvement Model (CIM) to identify the strengths and weaknesses of every student based on the results of the 2007 FCAT data. Also, present teachers with 06-07 content cluster data of all classes so that they may reflect upon their instructional delivery.	PrincipalAssistant Principal	8/20/2007	6/06/2008	Continuous Improvement Model	11000
Identify a paraprofessional to assist teachers in the delivery of math instruction to Economically Disadvantaged, African American, ELL, and Hispanic students.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	14831
Implement a Saturday Academy program to provide specialized mathematics instruction for 3 hours over scheduled Saturdays to the Economically Disadvantaged, Students with Disabilities, Black, ELL, and Hispanics.	Mathematics Teachers, Assistant Principal	9/28/2007	2/24/2008	Other/ Not Applicable	41710
Identify students scoring in the lowest 25% in Mathematics for pull-out instruction during their elective hour.	Principal, Assistant Principal	8/20/2007	9/14/2008	Other/ Not Applicable	0
Provide each teacher in the mathematics department with a curriculum map aligned with the district's pacing guide highlighting activities for enrichment.	Mathematics Department Chairperson, Assistant Principal	08/20/2007	06/06/2008	Other/ Not Applicable	11000
Engage teachers and administrators in collaborative lesson planning and provide staff development opportunities to improve the delivery of instruction using the Sunshine State Standards for mathematics.	Principal, Assistant Principal	8/20/2007	6/06/2008	Exchange Meaningful Information	0
Provide mathematics teachers training on how to "Unwrap the Benchmarks" to target instructional focus.	Principal, Assistant Principal	8/20/2007	6/06/2008	Continuous Improvement Model	0
Provide and enhance mathematics applications and higher order thinking skills through the use of manipulative, technology and hands-on activities during mathematics instruction.	Principal, Assistant Principal	8/20/2007	5/30/2008	Education Innovation	0
Provide teachers with the opportunity to teach collaboratively.	Principal	8/27/2007	6/06/2008	Education Innovation	0
Schedule mathematics teachers to use the Apple Mobile Lab to encourage hands-on activity simulations related to real world mathematics.	Principal, Assistant Principal, Mathematics Department Chairperson	8/20/2007	5/30/2008	Secondary School Reform	0
Identify and distribute a list of the lowest 25% of students in mathematics to all classroom teachers.	PrincipalAssistant Principal	9/10/2007	9/17/2007	Other/ Not Applicable	0
Provide an FCAT Saturday Academy Mathematics program to assist with FCAT preparation.	Principal, Assistant Principal	9/28/2007	3/31/2008	Other/ Not Applicable	11000
Target students scoring at the lowest 25% so that they may receive intense specific data driven instruction.	PrincipalAssistant Principal	8/27/2007	6/06/2008	Other/ Not Applicable	0

Research-Based Programs

McGraw Hill/Glencoe Textbooks
 CRISS
 Riverdeep
 FCAT Explorer
 Sharpen Up
 Buckle Down
 Apple Mobile Lab

Professional Development

Continuous Improvement Model
 Using Manipulatives in Mathematics
 Gizmos Training
 Student Performance Indicators
 Edusoft Training

Evaluation



School Improvement Plan 2007-2008



Summative

The mathematics portion of the 2008 FCAT will be used as the final data evaluation.

Formulative

In addition to the 2008 FCAT results, in-house pre and post tests will be administered to evaluate tutorial programs. Other assessments utilized will be Edusoft Benchmark Assessments, Riverdeep, Sharpen Up, District interim assessments, Textbook assessments, and teacher made assessments. The Continuous Improvement Model, (CIM), will be used to analyze data and remedy deficiencies.

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"/>

Miami-Dade County Public Schools

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

Writing Statement

Students in grade eight will improve their writing skills as evidenced by the 2007 administration of the FCAT.

Needs Assessment

An analysis of student writing performance on the 2006 Writing Plus Assessment indicates that 87 percent of students have met the state required mastery level. The data reveals that students have made no improvement in expository writing, as their scores remained at 3.8 in this area.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 88% of students scoring a 3.5 or higher on the 2007 administration of the Writing Plus Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model, (CIM), to identify the strengths and weaknesses of every student per their expository and persuasive writing scores from the results of the 05-06 FCAT data.	PrincipalAssistant Principal	8/20/2007	5/28/2008	Continuous Improvement Model	0
Implement pre, progress and post-writing tests to address departmental writing needs and modify instruction to meet student needs.	Language Arts TeachersAssistant Principal	9/7/2007	5/21/2008	Continuous Improvement Model	0
Provide teachers with 06-07 expository writing data so that they may reflect upon their students gains, deficiencies and their own teaching styles and strategies.	Principal	8/20/2007	9/19/2007	Continuous Improvement Model	0
Incorporate monthly expository and persuasive writing practice across the curriculum.	Assistant PrincipalLanguage Arts Department Chairperson	8/20/2007	5/30/2007	Continuous Improvement Model	0
Organize a Saturday Academy program for students needing assistance in expository writing. An in house pre and post test will be administered to evaluate the effectiveness of the program.	PrincipalAssistant Principal	10/12/2007	2/8/2008	Academic Enrichment Opportunities	4680
Establish an enrichment Extended Writing Curriculum in Language Arts classes.	Language Arts TeachersAssistant Principal	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Organize a Saturday Academy program for Hispanic, Economically Disadvantaged and other grade 8 students on 3 designated Saturdays for 3 hours to maximize instructional effectiveness in the weakness of Expository Writing and address specific student writing needs. A pre and post-test exam will be utilized to evaluate the effectiveness of the program.	Principal	10/12/2007	5/30/2008	Academic Enrichment Opportunities	600
Provide "Write Traits" for teachers, an interdisciplinary approach to writing instruction to be utilized between the language arts department and the social studies department.	PrincipalAssistant PrincipalLanguage Arts Department ChairpersonSocial Studies Department Chairperson	10/16/2007	5/30/2008	Continuous Improvement Model	0
Implement the District's Curriculum Pacing Guide along with the school's in-house curriculum map to ensure coverage of all writing benchmarks.	PrincipalAssistant PrincipalLanguage Arts Department Chairperson	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Glencoe Writer's Choice
Write Traits Program
CRISS

Professional Development

Continuous Improvement Model
CRISS Training
Six Traits of Writing
Short/Extended Responses Workshop
6.0 Essay Scoring Workshop
Write Traits



School Improvement Plan 2007-2008



Evaluation

Summative

The 2007 FCAT Writing Plus Assessment will be used as the final data evaluation.

Formulative

In addition to the 2006 Writing Plus Assessment, the textbooks chapter exams, District's Interim Assessments and in-house pre, progress, and post exams will be used to evaluate student progress. Utilize the Continuous Improvement Model, (CIM), to analyze data and remedy deficiencies.

Science Goal

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

Florida Education Priorities

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

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

Science Statement

Students in grade eight will improve their science skills as evidenced by the 2008 administration of the FCAT.

Needs Assessment

An analysis of the FCAT scores between the years 2004 and 2007 presents a declining trend in percent of students scoring at mastery in Physical Science (from 57 percent in 2004 to 36 percent in 2007), Earth/Space Science (from 55 percent in 2004 to 50 percent in 2007), and Life/Environment (57 percent in 2004 to 46 percent in 2007). The only subsection to show and increase in the percent of students scoring at mastery was Scientific Thinking (from 42 percent in 2004 to 50 percent in 2007).

Through the administration of the 2007 Science FCAT, 47 percent scored Level 1, 27 percent Level 2, 21 percent Level 3, 4 percent Level 4 and 1 percent Level 5. Overall, 26 percent of grade 8 students scored Level 3 and above. The results also demonstrated that all content clusters declined with the exception of Scientific Thinking. This indicates a need for greater focus on the assessed benchmarks as outlined in the Sunshine State Standards and in the Science Curriculum Guide prescribed by Science Curriculum Department through Miami-Dade County Public Schools.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development in activities to improve instruction using the Sunshine State Standards in Science.	Assistant Principal	8/20/2007	6/06/2008	Other/ Not Applicable	0
Implement a schedule for science teachers to utilize the science Mobile Lab to have students complete simulation activities.	Assistant Principal, Department Chairperson	8/20/2007	6/06/2008	Other/ Not Applicable	0
Increase students opportunities to perform scientific investigations through hands-on activities.	Department Chairperson, Assistant Principal	8/27/2007	6/06/2008	Academic Enrichment Opportunities	0
Continue to offer the Cambridge Academy in grade 6 and expand to include grade 7 students in order to allow students to compete globally.	Principal/Assistant Principal	8/27/2007	6/06/08	Secondary School Reform	1700
Monitor the implementation of the scope and sequence through lesson plans and benchmark assessments.	Principal, Assistant Principal	8/28/07	6/06/08	Continuous Improvement Model	0
Utilize the Continuous Improvement Model, CIM, to identify strengths and weaknesses of students in grade eight per content cluster from the 06-07 FCAT data.	Science Teachers, Assistant Principal	8/20/2007	6/06/08	Continuous Improvement Model	11000
Provide the district pacing guide for grade 6-8 science teachers which include an instructional focus on the annually assessed benchmarks and establish priorities of instructional benchmarks through grade-level assessments.	Department Chairperson, Science Teachers, Assistant Principal	8/20/07	6/06/08	Continuous Improvement Model	0
Utilize assessments as teaching tools to drive instruction.	Science Teachers, Assistant Principal	8/27/07	6/06/08	Continuous Improvement Model	0
Examine the specific skills and concepts in each standard through FCAT Content Focus Clusters.	Teachers, Assistant Principals	8/28/07	6/06/08	Other/ Not Applicable	

Research-Based Programs

CRISS
 Foss Science Kits
 Jamestown Education (Content Reading)
 Gizmos
 River Deep

Professional Development

Continuous Improvement Model – CIM
 Curriculum Mapping – “Unwrapping the Benchmarks”
 Gizmos Training
 CRISS
 Edusoft Training
 Student Performance Indicators - SPI

Evaluation

Summative
 The grade 8 2008 Science FCAT Assessment will be used as the final data evaluation of student's progress.

Formative
 In addition to the 2008 Science FCAT Assessment, FCAT Coach, Edusoft Benchmark Assessments, District's Interim Assessments, SPI, textbook assessments, as well as in-house teacher made tests will be utilized. The Continuous Improvement Model, (CIM), will be used to analyze data and remedy deficiencies.

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

Parental Involvement Statement

Miami Lakes Middle School will increase parent participation in all school-sponsored activities, thereby creating a more effective partnership between school and home and maximizing student performance.

Needs Assessment

Recognizing that student achievement is directly correlated to parental involvement, opportunities to engage parents in school-sponsored activities, while providing information about the school's curriculum design, will enhance student success. An analysis of parental involvement trends at Miami Lakes Middle School indicates that attendance has been high at extracurricular events such as Fine Arts productions, Curriculum Fairs, Open House, 6th Grade Orientation and at the morning and newly incorporated evening parent conferences. However, parental involvement with the school's Parent Teacher Student Association (PTSA), Parent Academy evening workshops and on the Educational Excellence School Advisory Council (EESAC) has declined and requires improvement. One consideration of this trend is that many Miami Lakes Middle School parents are working, have limited spare time and are unable to attend many school functions.

Measurable Objective

Given the school wide emphasis on parental involvement, Miami Lakes Middle School will demonstrate a ten percent increase in the number of parents involved in PTSA meetings, EESAC meetings, Parent Conferences and Parent Academy workshops as evidenced by comparing the attendance rosters for the 2006-07 and 2007-08 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Sponsor family or education events during the evening to accommodate working parents such as Curriculum Fairs, Open House, Science Fairs, Fine Arts productions, Orientations, a Hispanic Heritage Show, and Parent Conferences.	Principal, Assistant Principals, Teachers	8/18/2007	5/30/2008	Improve Public Perception	0
Maintain a Parent Resource Center in the Media Center for parents to obtain information about academic, career and emotional issues.	Student Services Chairperson	8/20/2007	5/30/2008	Exchange Meaningful Information	0
Utilize the Continuous Improvement Model, (CIM), to analyze data and formulate theories.	Principal Assistant Principal	8/20/07	6/06/08	Continuous Improvement Model	0
Actively recruit parents at school events to join the PTSA by providing information regarding the value of parent involvement.	Principal, Assistant Principal, EESAC Chairperson, PTSA President	8/28/07	6/06/08	Improve Public Perception	0
Maintain a Parent Resource Center in the Media Center. Provide workshops for parents designed to assist with home learning assignments, organizational skills, time management, study skills and use of the school agenda; as well as accessing the parent portal and grade book viewer.	Student Services Department Chairperson, Assistant Principal	8/28/07	6/06/08	Other/ Not Applicable	1800
Convey information about school events using the school website, marquee, flyers, telephone calls using Connect Ed, mailings, and local newspapers.	Assistant Principal	9/01/07	6/06/08	Exchange Meaningful Information	460
Use student agendas to maintain parent contact and involvement.	Teachers	8/27/07	6/06/08	Exchange Meaningful Information	0
Develop a PTSA link on school web site to provide parental involvement information and volunteer opportunities.	Assistant Principal, Technology Specialist, PTSA President	8/20/07	6/06/08	Exchange Meaningful Information	0
Provide monthly calendars to all students to bring home to their parents identifying school activities and enhancing communication between school and home.	Assistant Principal, Teachers	8/28/07	6/06/08	Exchange Meaningful Information	0

Research-Based Programs

National PTA Standards for Parent and Family Involvement

Professional Development

Provide staff development in the form of in-service trainings regarding effective communication techniques and the importance of collaboration and communication between the school, parents and community. Provide the schools Educational Excellence Advisory Council with budget planning. Secure professional development training for Educational Excellence School Advisory Councils chairperson.

Evaluation

Attendance rosters at all school sponsored activities such as Open House, Title I Workshops, PTSA meetings, EESAC meetings, and Parent Conferences will be used for evaluation.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The percentage of parents, students and staff whom agree that Miami Lakes Middle School students are safe and secure at this school will increase by five percentage points, according to the safety rating on the School Climate Survey.

Needs Assessment

The most recent School Climate Survey indicates that 65% of students reported feeling safe and secure at Miami Lakes Middle School. This percentage is down from 69% the prior school year. The Survey also indicates that 84% of parents feel that their child is safe and secure at Miami Lakes Middle School. That percentage is up from 80% the prior year. Additionally, the Survey indicates that 98% of the staff reported feeling safe and secure at their school site. This percentage is up from 94% the prior year

Measurable Objective

Given the emphasis on improving safety and the school environment, the number of students, parents and staff whom report feeling safe and secure at Miami Lakes Middle School during the 2007-08 school year will increase by 10 percentage points, as compared to the prior year's School Climate Survey safety rating.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in staff training when provided by the Safe Schools Facilitator regarding bullying/harassment prevention, conflict resolution programs, crisis management and substance abuse prevention.	Region I Safe Schools Facilitator Assistant Principal	08/27/07	6/06/08	Other/ Not Applicable	0
Implement a Comprehensive School Safety Plan and emergency procedures manual.	Principal	8/28/07	6/06/08	Safe and High-quality Facilities	0
Communicate school discipline policies using the Code of Student Conduct to students, parents, and other community stakeholders.	Principal, Assistant Principal	8/20/07	09/01/07	Safe and High-quality Facilities	0
Utilize a computer based Bullying Prevention Program that teaches students how to build respect and tolerance for others.	TRUST Counselor	8/20/07	6/06/08	Safe and High-quality Facilities	2000
Promote a Peer Mediation Program to assist students in resolving conflicts peacefully using conflict resolution strategies.	TRUST Specialist, guidance Counselors, Administration	8/28/07	6/06/08	Safe and High-quality Facilities	0
Provide small group and/or individual counseling to those students receiving indoor/outdoor suspension.	Guidance Counselors, TRUST Counselor, Assistant Principal	8/28/07	6/06/08	Other/ Not Applicable	0
Implement the Alternative to Suspension Program that provides counseling to address unacceptable behaviors in lieu of suspension.	Principal, Assistant Principal, TRUST counselor.	8/28/07	6/06/08	Education Innovation	0
Schedule quarterly Critical Incident Response Team meetings in order to review school wide safety concerns and remain pro-active.	Principal	8/20/07	6/06/08	Safe and High-quality Facilities	0

Research-Based Programs

Channing Bete's "Build Respect, Stop Bullying" computer software program
Safe Schools / Healthy Student Program

Professional Development

The Region I Safe Schools Facilitators will provide staff development training regarding the prevention of bullying, school violence, and substance abuse; while educating staff on ways to increase school safety. The District Crisis Team will provide training regarding behavioral indicators requiring immediate intervention. The Trust Specialist will distribute literature regarding safety in schools to all school staff. Teachers will be trained on using the school wide Progressive Discipline Plan. Best practices for dealing with challenging student behaviors will be shared during bi-weekly faculty meetings.

Evaluation

This objective will be evaluated using the 2007-08 School Climate Survey. Additionally, logs of completed peer mediations, Alternative to Suspension Program participation and attendance rosters at in-service trainings will be utilized to determine successful implementation of this goal. The Continuous Improvement Model will be used to analyze data and remedy strategies needing enhancement.

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 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

Students in grade 6-8 will increase by 10% their contact hours in the computer lab.

Needs Assessment

An assessment of the 2006-2007 computer lab logs results demonstrate that only 48% of students are participating in the computer lab.

Measurable Objective

Given schoolwide emphasis on the use of the computer lab, an increase of 10 percentage points in participation in the computer lab will be evidenced by comparing the attendance logs from 2006-2007 to those of 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote the school's web-site as links are available to educational resources and educational web-sites in order to target weaknesses on the FCAT such as Reference/Research and Data Analysis.	Computer Specialist Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Continue to implement an incentive program (Breakfast Bingo) to reward students making significant reading gains through the Accelerated Reader Program.	Media Specialist Assistant Principal	10/25/2007	4/30/2008	District-wide Literacy Plan	0
Establish a school-wide computer lab research usage schedule to enhance student's learning in all core areas.	Computer Specialist Classroom Teachers Assistant Principal	9/04/2007	5/29/2008	Academic Enrichment Opportunities	0
Create a schedule for mathematics teachers to use the Apple Mobile Lab.	Mathematics Department Chairperson Computer Specialist Assistant Principal	9/10/2007	5/28/2008	Academic Enrichment Opportunities	0
Establish a Reading Resort for teachers to provide technology based reading instruction.	Principal	8/20/2007	3/03/2008	District-wide Literacy Plan	500
Purchase new equipment for computer lab.	Principal	9/17/07	11/15/07	Academic Enrichment Opportunities	35000

Research-Based Programs

Riverdeep
Compass Learning
Accelerated Reader

Professional Development

Accelerated Reader Training
STAR Training
Riverdeep Training
Compass Learning Training
FCAT Explorer Training
Gizmos Training
Harvard Science Computer Program: Plant City

Evaluation

Using the Continuous Improvement Model, (CIM) a comparison of the computer lab logs from 06-07 and 07-08 will indicate an increase of 10 percentage points in the number of hours use of the computer lab.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

The Physical Education department will aim to improve student awareness of living a healthier lifestyle in regards to diet, physical fitness and cognitive understanding about physical activity.

Needs Assessment

Results of the 2006-07 FITNESSGRAM test showed that 28% of the students received awards. The students' problem areas were within the endurance, upper arm and shoulder strength, and there was an inability to run a mile in the specified time allotted by the FITNESSGRAM test according to gender and age. The strongest areas were in Flexibility and in the Trunk Life test.

Measurable Objective

Given instruction within the physical education department that incorporates the Sunshine State Standards and the National Standards for Physical Education, 33% of students in grades six through eight who participate in the physical fitness test will receive silver or gold awards as evidenced by the results of the 2007-08 FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote involvement in school-wide athletic events.	Assistant Principal	8/20/2007	5/14/2008	Student Wellness	0
Implement an after-school athletics program by providing cardiovascular and physical fitness activities.	Physical Education Teacher, Assistant Principal	9/10/2007	5/14/2008	Student Wellness	0
Administer the Pre and Post Fitness Testing.	Physical Education Department Chairperson, Assistant Principal	9/17/2007	5/14/2008	Continuous Improvement Model	0
Provide activities that emphasize improvement in flexibility, cardiovascular, muscular strength and endurance through physical education classes.	Physical Education Department Chairperson, Assistant Principal	9/17/2007	5/21/2008	Healthcare & Healthy Choices	0
Provide home learning projects on Health and Fitness, i.e. (Creating a Food Pyramid, Awareness of the need for Sun-block for skin protection), to promote a healthy lifestyle through physical education and consumer education classes.	Physical Education Teacher, Assistant Principal	8/20/2007	5/21/2008	Student Wellness	0
Utilize the Continuous Improvement Model, (CIM), to analyze data and remedy deficiencies.	Principal	8/20/2007	5/28/2008	Continuous Improvement Model	0
Promote healthy lifestyles for teachers (i.e. health forums and exercise programs).	Physical Education Department Chairperson	08/20/2007	05/28/07	Healthcare & Healthy Choices	0

Research-Based Programs

FITNESSGRAM

Professional Development

Staff will attend district provided workshops on a variety of health and fitness areas such as nutrition, strength training, and health education.

Evaluation

The results of the 2007-08 FITNESSGRAM test will be used to evaluate the objective. The Continuous Improvement Model (CIM) will be used to evaluate the FITNESSGRAM program.

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

Electives & Special Areas Statement

Our goal is to increase participation in the number of students participating in county and district sponsored contests.

Needs Assessment

During the 2006-2007 school year, 32% of students enrolled in the Electives and Vocational courses participated in the 24 county and district sponsored competitions. These competitions ranged from Band, Art, Business Technology (FBLA) District contest, Dade County Youth Fair, and Home and Family Consumer Sciences.

Measurable Objective

Given an emphasis on sponsoring county and district sponsored vocational and fine art contests, students in grade 6-8 will increase their participation in county and district sponsored vocational and fine art contests by 5 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Atomic Learning Technology based curriculum and lesson plans in the vocational department.	Department Chairperson, Assistant Principal	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Network with Dade Partners to sponsor events and competitions.	Club Sponsors, Assistant Principal	8/20/2007	6/4/2008	Improve Public Perception	0
Continue after-school band practices to promote music appreciation.	Band Director, Assistant Principal	9/17/2007	5/21/2008	Academic Enrichment Opportunities	0
Market elective and vocational courses and competitions to increase enrollment and participation.	Principal, Assistant Principal	09/17/2007	5/14/2008	Academic Enrichment Opportunities	0
Improve awareness of elective programs at feeder elementary schools through articulation meetings.	Assistant Principal	02/18/2007	06/04/2008	Improve Public Perception	1700
Combine students into eight mini career academies to explore career choices and options so that students may prepare for their future goals.	Principal, Assistant Principal	10/15/2007	06/04/2008	Secondary School Reform	0

Research-Based Programs

Professional Development

Business and Technology Workshops and Home Economics Workshops

Evaluation

This goal will be evaluated by a 5 percentage point increase in the number of students participating in county and district sponsored activities during the 2007-2008 school year as compared to the 2006-2007 school year. State and county contests rosters will be used as the final evaluation tool.

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

Return On Investment Statement

Miami Lakes Middle School will rank above the 86th percentile statewide in the Rate On Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Miami Lakes Middle School ranked at the 86th percentile on the State of Florida ROI index.

Measurable Objective

Miami Lakes Middle School will improve to the 87th percentile ranking on the State of Florida ROI Index publication on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/2007	03/21/2008	Business Process Redesign	0
Monitor the shared use of facilities, partnering with community agencies.	Principal	07/01/2007	6/30/2008	Business Process Redesign	0
Inform the faculty and staff about the use of financial resources in relation to school programs.	Principal	8/20/2007	10/01/2008	Exchange Meaningful Information	0
Implement a Literacy Approach to classroom instruction.	Principal, Classroom Teachers	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Utilize the Continuous Improvement Model (CIM), to analyze data and remedy deficiencies.	Assistant Principal	8/20/2007	5/28/2008	Continuous Improvement Model	0
Research reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	5/28/2008	Business Process Redesign	0

Research-Based Programs

CRISS
 Glencoe Instructional Materials
 Prentice Hall Instructional Material
 McGraw Hill Instructional Material
 Read 180

Professional Development

CRISS Training
 Inclusion Workshops
 Curriculum Mapping Inservice
 Riverdeep Training
 Six Traits of Writing
 District Budget Workshops
 Region Budget Workshops
 Money Matters
 Budget Conferences
 MSAF

Evaluation

On the next State of Florida ROI index publication Miami Lakes Middle will show progress towards attaining the 87th 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 budget will be shared with the Educational Excellence School Advisory Council. An EESAC Council representative will speak to each department head regarding the budget. Each department head will speak with their respective departments and give their suggestions to the Council for consideration.

Training:

The staff was provided with a needs assessment survey. Inservices will be scheduled accordingly.

Instructional Materials:

Through consensus management, the Educational Excellence School Advisory Council will evaluate school needs, and dollars will be spent accordingly.

Technology:

The Educational Excellence School Advisory Council will ensure that technology is infused throughout the curriculum in School Improvement strategies. Items being purchased are computers and LCD projectors.

Staffing:

As staff is and was hired, members of the Educational Excellence School Advisory Council, as well as department chairpersons served on the selection committees.

Student Support Services:

Parent workshops are, and will continue to be offered throughout the year to guide parents in assisting their children at home.

Other Matters of Resource Allocation:

The Parent Resource Center is available for parents to check out materials in order to assist their children at home.

Benchmarking:

Throughout the course of the year, the Educational Excellence School Advisory Council will review the goals and strategies of the School Improvement Plan to access progress.

School Safety & Discipline:



School Improvement Plan 2007-2008



The Educational Excellence School Advisory Council will inform the school safety and discipline committee of any concerns. A detention hall has been established. The Educational Excellence School Advisory Council helped create criteria for its use.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	136390
Mathematics	89541
Writing	5280
Science	12700
Parental Involvement	2260
Discipline & Safety	2000
Technology	35500
Health & Physical Fitness	0
Electives & Special Areas	1700
Return On Investment	0
Total	285371



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