

SCHOOL IMPROVEMENT PLAN 2007 - 2008

North Dade Middle School (6591)

Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Eunice Davis

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

North Dade Middle School, established in 1957, as one of the first all Black high schools in Miami-Dade County, became a junior high school in 1968, and a middle school in 1976. North Dade Middle School is a Title I school and a wide international education magnet that serves 847. The ethnic/racial makeup of the student population is 1 percent White, Non-Hispanic; 14 percent Hispanic; 81 percent Black (Non-Hispanic, including many students of Haitian parent; 1 percent Asian; 1 percent Indian; and 2 percent Multicultural. English Language Learners (ELL) makeup 2 percent; and 78 percent of the students receive free or reduced lunch. The instructional staff consists of forty six full time teachers. Average class size is twenty one students per teacher. School attendance rate is 95.49 percent. The curriculum emulates the philosophy of the International Baccalaureate Middle Years Programme (IBO-MYP). School community partners include the Portrait of Empowerment, Nicks Photo Studio, World's Finest Chocolate, Florida Memorial University's CROP (College Reach-Out Program).

Students have won district, state-wide, and community-based competitions in French and Spanish, mathematics, Future Business Leaders of America (FBLA), Miami-Dade County Youth Fair: technology, and humanities; writing: City of Miami Gardens, City of Opa-locka, and Local Bar Association. A major area of concern is the high rate of new and beginning teachers who require extensive professional development and mentoring.

In pursuit of academic excellence, the objectives of North Dade Middle School are:

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

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

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

Given instruction based on the Sunshine State Standards, students in grade 8 will demonstrate skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

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 Science Test as compared to the 2007 administration of the FCAT Science Test.

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

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

Given an emphasis on the use of technology, 100% of teachers will master the Excelsior Gradebook as evidenced by every student receiving a computer generated progress report for each nine week grading period in 2007-2008 as compared to 2006-2007.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their measures of cardiovascular, flexibility and muscle strength endurance as evidenced by 50% of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in gifted classes will increase by 10 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.



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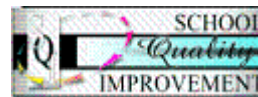


North Dade Middle School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

With regard to the self-assessment survey which employees completed, North Dade Middle School identified two areas for improvement based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey. The two areas of improvement are found in the (7) Business Results (3.9) and (6) Process Management (3.8) Categories. The area identified for improvement is Business Results: 7D- use of faculty/staff time and talents, 7E- removal of things that get in the way of progress; and 7C- I know how well my work location is doing financially. The rationale for selection of these three areas for improvement was that the use my time and talents well (3.8), the removal of things that get in the way of progress (3.7) and knowing how well my work location is doing financially (3.3). This will be remedied by the Literacy/Leadership Team serving as a liaison between teachers and administrators to devise solutions for this problem, sharing of budgetary information with Educational Excellence School Advisory Council (EESAC) and during a faculty meeting. The second area identified for improvement is Process Management: 6A- faculty/staff receive all the resources needed to do their job (3.6). This will be remedied by the Literacy/Leadership Team and Supervisors serving as liaisons between teachers, staff and administrators to devise solutions for this problem.



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.

6591 - NORTH DADE MIDDLE SCHOOL

VISION

We believe that students can be successful as they become critical and compassionate thinkers, lifelong learners and achievers in a global society.

MISSION

The mission of North Dade Middle School International Education Magnet is to provide quality learning experiences for all students to further their intellectual, emotional, social and developmental skills. By implementing the International Baccalaureate Organization Middle Years Programme (IBO-MYP), students will be prepared for twenty-first century careers in a global society.

CORE VALUES

North Dade Middle School promotes the formation of a well-rounded student who demonstrates multilingualism, and intercultural awareness. The student should be well-grounded in Approaches to Learning (ATL), committed to communication through technology and service to community. The student should also demonstrate the creativity of Homo faber to transform society and make a positive impact on the environment. North Dade Middle School uses the Continuous Improvement Model (CIM) school-wide in a cycle of PDSA to improve student performance.

School Demographics

North Dade Middle School was established in 1957, as one of the first all Black high schools in Miami-Dade County, it became a junior high school in 1968. In 1976, it was reconfigured to a middle school. The campus is located on 17 acres in the City of Miami Gardens. Seventy eight percent of the student population receives free or reduced lunch. There are five portable classrooms. The ethnic/racial makeup of the student population is 1 percent White, Non-Hispanic; 14 percent Hispanic; 81 percent Black (Non-Hispanic, including many students of Haitian parents); 1 percent Asian; 1 percent Indian and 2 percent Multicultural. English Language Learners (ELL) students make up 2 percent of the student population. North Dade Middle School has Level 1 (209), Level 2 (160) and Gifted (127) students. The school's African-American and Economically Disadvantaged students comprise the No Child Left Behind (NCLB) Sub-groups.

A major area of concern is the high rate of new and beginning teachers who require extensive professional development and mentoring. Through the assistance provided by the Office of Professional Development, and as a part of Mentoring and Induction for New Teachers (MINT), North Dade Middle school will be provided with financial and human resources to support and retain new teachers. This support includes assistance with lesson planning, classroom management, content area, instructional strategies and family communications.

The Literacy-Leadership Team is comprised of: Department Chairpersons (Enrichment, Humanities, Language Arts, Mathematics, Reading, Student Services, and World Languages); Teachers representing Gifted and ESOL; Magnet Lead Teacher; Media Specialist; and Reading Coach. The instructional staff of North Dade Middle School consists of 46 full-time teachers. The instructional staff is comprised of 21 Black teachers (46 percent); 15 White teachers (32 percent) and 10 Hispanic teachers (22 percent). In the general education program, the average class size is 21 students per teacher. In the SPED program, the average size class is 15 students per teacher. The student to teacher ratio by grade level is: 20:1 (6th), 17:1 (7th), and 15:1 (8th).

During the 2006-2007 school year, the student attendance rate increased as compared to the 2005-2006 school year. The aggregate number of days in attendance for the 2006-2007 was 95.49 percent and 93.6 percent for 2005-2006. The school attendance rate was higher than the District average, 94.96 percent.

North Dade Middle School is part of the Hialeah-Miami Lakes Senior High School feeder pattern. Hialeah-Miami Lakes Senior High School is a ZONE school. Students transition into the school as ninth graders. About half of the students from North Dade Middle School transition to other high schools in the vicinity: Norland Senior High School (Grade: F) and Miami Carol City Senior High School (Grade: F). Additionally, a small percentage of students transition into other schools of choice (Magnet): North Miami Senior High School (Grade: F) :International Baccalaureate; Maritime and Science Technology Academy (MAST: Grade: A), and Design and Architecture Senior High School (DASH: Grade: A).

The special programs at North Dade Middle School are: Title I- a federally funded educational enhancement program that allows the school to provide supplemental educational services to students in the economically disadvantaged AYP subgroup. Gifted Program- a state program that provides academic acceleration and enrichment to students who are identified as Gifted, based on the needs of each student as indicated in their Educational Plan. School wide- a magnet program for languages in Spanish and French. The school is in its second year of application for licensure of the International Baccalaureate Organization-Middle Years Programme (IBO-MYP). Implementation of the Secondary School Reform (SSR) through Academic and Career Planning- this state requirement is being provided to students via the required Civics course in grade seven at North Dade Middle School. This course will infuse academic and career planning into the Civics curriculum, thusly providing students with support and guidance regarding the selection of majors for high school and future career options.

North Dade Middle School enjoys a collaborative relationship with The Portrait of Empowerment (Community-based Mentoring/Life Skills/Tutorial Program), Florida Memorial University (College "Reach-Out" Program: CROP). FMU students provide tutoring and mentoring to students in the after-school program. World's Finest Chocolate provides incentives for increasing student achievement and Nick's Photo Studio.

North Dade Middle School has secured the following grants: Twenty- First Century Learning Grant, Title I Grant, Title V Grant, Magnet Schools Assistance Program (MSAP) Grant, Magnet Schools Assistance Program Extension (MSAP) Grant, MetLife Community Bridge Builders Grant, and the Comprehensive School Reform (CSR) Grant.

School Foundation

Leadership:

The results of the Category for Leadership scored at 4.1. The organization and supervisors make the school mission clear (4.4) and use the school values to guide staff (4.2). The work environment is positive (4.1) and information is shared (4.1) including information which will help the faculty/staff in their careers (4.1). However, the organization should ask the faculty/staff for their opinions more frequently (3.8).

The administration of North Dade Middle School sets the direction of the school, shares the mission and vision and creates a positive working environment that involves all employees through the Leadership Team composed of the school's Administration, the Curriculum Council and the Middle Years Programme (MYP) Steering Committee. The Curriculum Council includes the administrators, department heads, reading leaders, the magnet lead teacher, a member of the Educational Excellence Advisory Council (EESAC) and the representative of United Teachers of Dade (UTD). The MYP Steering Committee is composed of members of the Curriculum Council and Areas of Interaction Leaders.

District Strategic Planning Alignment:

The overall score of the Category for Strategic Planning was 4.0. The faculty/staff frequently know the parts of the organizations plans that will affect them (4.1) and faculty and staff can tell if the organization is making progress on their work group's part of the plan (4.0). Considered the lowest score corresponded to the school frequently asks for the opinion of faculty/staff (3.8).

The goals and objectives of North Dade Middle School are aligned with District strategic planning and school employees participate in the development of the school's goals. The school goals are developed by the Leadership Team with the collaboration of the Curriculum Council, the MYP Steering Committee and EESAC.

Stakeholder Engagement:

The overall score of the Customer and Market Focus was 4.1. The faculty/staff clearly identified the most important customers (4.5) but kept in touch with the customers with less frequency (4.3) and the customers told them what they needed at about the same frequency (4.0) as they were asked (3.9). Faculty/staff were frequently allowed to make decisions to solve problems for their customers (4.0).

Additionally, The School Climate Survey 2006-2007 Parent Form indicated North Dade Middle School scored higher than the average for all middle schools for the following criteria.

North Dade Middle School:

- Maintains high academic standards
- Makes available textbooks, equipment, and supplies needed for learning
- Serves lunches that are nutritious and taste good

North Dade Middle School teachers:

- Take an interest in students' educational future
- Are knowledgeable and understand their subject matter
- Are friendly and easy to talk to
- Do their best to include me in matters directly affecting my child's progress in school

North Dade Middle School is effectively teaching students:

- The basic academic skills in reading
- Speaking and writing correctly in English
- Investigation of problems in science
- How to use computers
- Critical thinking and reasoning to solve problems
- Good study and work habits
- Getting along with different kinds of people

North Dade Middle School Administration:

- The principal does an effective job running my child's school
- The principal is available and easy to talk to
- My child is getting a good education at this school



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The School Climate Survey 2006 – 2007 Student Form indicated that students responses met the District average for all middle schools for the following:

- Students feel safe at the school
- The teachers require that the student work very hard for the grade he/she earned
- The teachers are interested in how the student does in the future
- The teachers let the student know how he/she is doing on school work
- The students like coming to school
- The overall climate or feeling at my school is positive and helps me learn

The School Climate Survey 2006 – 2007 Staff Form indicated that North Dade Middle School scored higher than the average for all middle schools for the following criteria:

The NDMS staff indicated that:

- The school building is kept clean and in good condition
- Personnel work together as a team
- Administrators solve problems effectively
- Their ideas are listened to and considered
- Students generally come to class at the beginning of the term prepared for the grade level or courses
- They are satisfied concerning how their careers are progressing at this school
- They have a feeling of job security in their present positions
- They like working at this school
- Staff morale is high at the school
- Annual teacher evaluations are fair and reasonable and are used to improve teacher performance
- In-service programs keep teachers informed of the latest educational strategies
- Students in the school are receiving a good education
- The overall climate or atmosphere at the school is positive and helps students learn

With regard to the principal, the NDMS staff indicated that the principal is:

- An effective administrator
- Represents the school in a positive manner
- Demonstrates good interpersonal skills
- Deals with conflict constructively
- Responds in a reasonable time to their concerns
- Treats the staff with respect

Faculty & Staff:



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Faculty & Staff:

The overall score for the Human Resource Focus Category was 4.0. Faculty/staff felt that they can frequently make changes to improve their work (4.2). Faculty/staff felt that their supervisors encouraged them to develop their job skills to advance their careers (4.0). The faculty/staff felt less frequently that the people they work with cooperated and worked as a team (3.8).

North Dade Middle School contacts Schools of Education of local universities and attends teacher recruitment fairs. Peer recruitment is also done. Highly qualified teachers are retained through mentorship, administrative support, provision of adequate resources and professional development.

North Dade Middle School follows the guidelines of the District Professional Assessment and Comprehensive Evaluation System (PACES). New teachers attend a series of orientation programs to familiarize them with Miami-Dade County Public Schools. Administration and department chairpersons meet with new teachers to guide and ensure that they understand their teaching assignments, electronic grade book, and implement effective classroom management strategies. A professional growth team and an individual mentor are provided to guide and support them through their first professional year. Professional development is tailored to strengthen teachers' educational delivery and to increase student achievement.

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates.

Data/Information/Knowledge Management:

The overall score for the Measurement, Analysis and Knowledge Management Category was a 4.2. Faculty/staff clearly know how to measure the quality of their work (4.4), and analyzed the quality of their work to see if changes are needed (4.3). They also clearly know how the measures they use in their work fit into the organization's overall measures of improvement (4.3). With less frequency, the faculty/staff felt that they received all the important information they needed to do their work (4.0) or the information they needed to know how the organization was doing (4.0).

Education Design:

The overall score of the Process Management Category (3.8) was the lowest of all the categories. Even so, faculty/staff had good processes for doing their work (4.0) and frequently collected data about the quality of their work (3.9). Faculty/staff felt they had control over their work processes (3.9). To a lesser degree, the faculty/staff indicated that greater emphasis needed on getting all the resources they need to do their jobs (3.6).

Performance Results:

The overall score for the Business Results Category was 3.9. Faculty/staff felt that their work products met all the requirements for high quality and excellence (4.1) and they were satisfied with their jobs (4.1). They also felt that their customers were satisfied with their jobs (4.1). To a lesser degree, faculty/staff felt that the organization helps them to help their community (3.9) and to a much lesser degree uses their time and talents well (3.8). Of great concern was the degree to which the organization removes things that get in the way of progress (3.5) and in not knowing how well the organization was doing financially (3.3).

Schools Graded 'C' or Below

Professional Development:

The professional development activities provided are CRISS, Data Analysis, Edusoft, SPI, Snapshot, and Best Practices.

Disaggregated Data :

Use of student data is conducted by the development of the School-wide Instructional Focus Calendar and Common Lesson Plans. Additionally, administration of Teacher Mini-Assessments, District Quarterly Assessments, Afterschool and Saturday tutorials and sharing of Best Practices.

Informal and Formal Assessments:

Ongoing informal assessments are Teacher Mini-Assessments, class and home assignments and teacher observations. Ongoing formal assessments are FCAT 2007 and District Quarterly Assessments.

Alternative Instructional Delivery Methods :

Implementation of the following alternative instructional delivery methods will consist of: Teaching to all learning styles, Differentiated Instruction, Computer-based Instruction, Pull-out Sessions, Peer Teaching, Peer Tutoring, and Cooperative Learning Groups.

Schools Offering Primarily Grades 6 through 12

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

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



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Different Innovative Approaches to Instruction

Goal: Reading (Strategies); Goal: Mathematics (Strategies)

Responsibility of Teaching Reading for Every Teacher

Goal: Reading and Mathematics Strategies

Quality Professional Development for Teachers and Leaders

Goal: Professional Development in Reading, Mathematics, Writing, and Science (Comprehensive Researched-Based Reading Plan)

Small Learning Communities (SLC)

Goal: Science (Strategies)

Intensive Intervention in Reading and Mathematics

Goal: Reading (Strategies); Goal: Mathematics (Strategies)

Course Choice Based on Student Goals / Interests / Talent

Goal: Six Academic High School Credits and Foreign Language classes.
Students have the opportunity to select elective and advanced courses based on their goals, interests and talents.

Master Schedules Based on Student Needs

Goal: Reading and Mathematics. Student assignment to courses is based on availability and on each students's academic needs. The master schedule is also based on students' requests for particular courses.

Parental Access and Support

Goal: Miami-Dade County Public Schools Parent Academy, Parent Portal and ConnectEd Telephone and Email Program.

Applied and Integrated Courses

Goal: Interdisciplinary curriculum

Academic and Career Planning

Goal: International Baccalaureate Organization (IBO), Middle Moves(6th Grade, Civics and Career Classes (7th Grade) and Social Studies (ESE, 6th-8th Grades).

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Reading

Needs Assessment

The results of the 2007 FCAT Reading Test indicated that 45 percent of students in grades 6 through 8 did not meet high standards, 48 percent did not make learning gains, and 10 percent of the struggling students did not make a year's worth of progress. This subgroup represents African-Americans and Economically Disadvantaged students. A detailed analysis of the reading scores revealed that students in grades 6 through 8 were weakest in words and phrases and reference/research.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at or above Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/20/07	5/30/08	Continuous Improvement Model	0
2. Utilize the District's Language Arts/Reading Pacing Guide and the Comprehensive Research-based Reading Plan.	Administrators, Reading Coach, Reading Teachers, Language Arts (LA) Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
3. Use Student Performance Indicators (SPI) to identify Levels 1 and 2 students. Assign paraprofessional to Intensive Reading classes to assist with small group instruction.	Principal, APC, Reading Coach, Reading Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
4. Schedule Levels 1 and 2 students in intensive reading class.	APC, Counselors, Registrar	7/9/07	9/28/07	District-wide Literacy Plan	0
5. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/9/07	1/9/08	Continuous Improvement Model	0
6. Develop instructional timeline based on student data.	Administrators, Reading Coach, Reading Teachers, Language Arts (LA) Teachers	8/16/07	1/14/08	Continuous Improvement Model	0
7. Provide after school tutorials for low performing students. Utilize Pre/Post Test to monitor progress.	Principal, After School Program Coordinator	10/8/07	2/29/08	Academic Enrichment Opportunities	2150
8. Implement the Read 180 program for Level 1 students.	Reading Coach, Reading Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
9. Create interdisciplinary projects.	Middle Years Program (MYP) Coordinator, Social Studies Teachers	10/8/07	4/11/08	Academic Enrichment Opportunities	0
10. Implement and use the "Word of the Day", "Read Aloud" homeroom class activity, Thirty minute Sustained Silent Reading and the Accelerated Reader program school-wide.	Media Specialist, LA Teachers, SMART Time Teachers, Reading Coaches, Curriculum Council Members	8/27/07	5/23/08	District-wide Literacy Plan	0

Research-Based Programs

Read XL
Jamestown Readers
Bridges to Literature
SOAR to Success
Read 180

Professional Development



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Data Analysis (Edusoft, Snapshot)
Creating Independence through Student-owned Strategies (CRISS)
Accelerated Reader

Evaluation

Formative: ORF, Bi-Weekly Assessment(s), District Assessment(s),
Teacher Test(s)
Summative: The 2008 FCAT Reading Test.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Mathematics Statement

Math

Needs Assessment

An analysis of the 2007 FCAT Mathematics Test indicated that 51 percent of the students in grades six through eight demonstrated proficiency in mathematics. The Black students skill proficiency was measured at 48 percent and Economically Disadvantaged 49 percent proficiency in mathematics. The sixth grade students demonstrated weaknesses in Strand B: Measurement and Strand D: Algebraic Thinking. The seventh grade students' proficiency declined in Strand B: Measurement and Strand C: Geometry and Spatial Sense and the eighth grade students' skills were weak in Strand D: Algebraic Thinking and Strand C: Geometry and Spatial Sense .

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/20/07	5/30/08	Continuous Improvement Model	0
2. Utilize the District's Pacing Guides for grades 6 through 10.	Mathematics Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
3. Use Student Performance Indicators (SPI) to identify Levels 1 and 2 students.	Principal, APC, Mathematics Teachers	8/20/07	12/7/07	Academic Enrichment Opportunities	0
4. Schedule Level 1 students in intensive mathematics class.	APC, Counselors, Registrar	7/9/07	9/28/07	Academic Enrichment Opportunities	0
5. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/9/07	1/9/08	Inclusion of SWD	0
6. Develop instructional timeline based on student data for Science, Mathematics and Enrichment classes.	Mathematics Teachers	8/16/07	1/14/08	Continuous Improvement Model	0
7. Provide after school tutorials for low performing students, including the Black subgroup. Utilize Pre/Post Test to monitor progress.	Principal, After School Program Coordinator	10/8/07	3/9/08	Academic Enrichment Opportunities	2150
8. Increase the use of graphing calculators and manipulatives.	Mathematics Teachers	8/20/07	5/30/08	Academic Enrichment Opportunities	0
9. Provide reinforcement of mathematics through instruction in other disciplines.	Enrichment Department	8/20/07	5/23/08	Seamless PreK-12 Curriculum	0
10. Increase use of cooperative learning activities.	Mathematics Teachers	8/20/07	5/30/08	Exchange Meaningful Information	0
11. Use CRISS in mathematics classes.	Reading Coach, Mathematics Teachers	8/20/07	5/30/07	Exchange Meaningful Information	0
12. Utilize Instructional focus of FCAT benchmarks.	Mathematics Teachers	8/20/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

Glencoe Mathematics: Pre-Algebra
 Riverdeep
 FCAT Explorer
 Gizmos
 Applications and Concepts by Glencoe

Professional Development



School Improvement Plan 2007-2008



CIM
FCAT Explorer
CRISS
Riverdeep
Gizmos

Evaluation

Formative: Bi-Weekly Assessment(s), District Assessment(s), Teacher Tests(s)
Summative: The 2008 FCAT Mathematics Test

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Writing

Needs Assessment

The results of the 2007 FCAT Writing+ Test indicated that 18 percent of students in grade 8 did not meet high standards, and 82 percent scored a 3.5 or higher. A detailed analysis of the writing scores revealed that students in grade 8 were weakest in expository writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 8 will demonstrate skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Continuous Improvement Model (CIM) to improve writing skills.	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/20/07	5/30/08	Continuous Improvement Model	0
2. Utilize the District's Pacing Guides to improve writing skills.	Language Arts (LA) Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
3. Expose students to samples of good writing to provide multiple opportunities for writing.	LA Teachers	8/20/07	5/30/08	Exchange Meaningful Information	0
4. Provide students with structured outline or graphic organizers to assist with the planning process, including formats for expository and persuasive writing.	LA Teachers	8/20/07	5/30/08	Exchange Meaningful Information	0
5. Implement the Six Traits of Writing to improve writing skills.	LA Teachers	8/20/07	5/23/08	District-wide Literacy Plan	0
6. Use CRISS strategies to redirect instruction.	Reading Coach, LA Teachers	8/20/07	5/23/08	Exchange Meaningful Information	0
7. Implement a timeline for writing essays across the curriculum to provide multiple opportunities for writing.	LA Teachers, SMART Time Teachers	8/20/07	5/23/08	Exchange Meaningful Information	0
8. Implement and use the "Word of the Day" school-wide to increase students' vocabulary.	Media Specialist, LA Teachers, Social Studies Teachers	8/20/07	5/23/08	District-wide Literacy Plan	0
9. Use weekly warm-ups to improve students' correct usage of English conventions.	LA Teachers	8/20/07	5/23/08	District-wide Literacy Plan	0
10. Increase student participation in school and District writing contests.	Language Arts Teachers	8/20/07	5/23/08	District-wide Literacy Plan	0
11. Utilize Instructional focus of FCAT benchmarks to improve writing skills.	Language Arts Teachers	8/20/07	5/30/08	Continuous Improvement Model	0
12. Establish Language Arts as a major component of the IBO-MYP Programme to provide multiple opportunities for writing.	Language Arts Teachers	8/20/07	5/30/08	Academic Enrichment Opportunities	0

Research-Based Programs

The Language of Literature by McDougal Littell
Six Traits of Writing Program

Professional Development

CIM
CRISS
CRISS Refresher
Six Traits of Writing
In-house workshops on writing across the curriculum
Use of interim assessment data for instructional purposes

Evaluation



School Improvement Plan 2007-2008



Formative: Bi-weekly Assessment(s), District Assessment(s), Teacher Test(s),
FCAT Writing+ Pre/Post Assessment
Summative: The 2008 FCAT Writing+ Assessment

Science Goal

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

Florida Education Priorities

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

Science Statement

Science

Needs Assessment

The results of the 2007 FCAT Science Test indicate that 77 percent of the students in grade 8 did not meet high standards. A detailed analysis of the science scores revealed that students in grade 8 were weakest in the physical/chemical and life/environmental content clusters.

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 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/20/07	5/30/08	Continuous Improvement Model	0
2. Utilize the District's Pacing Guides for grades 6 through 10.	Science Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
3. Develop and implement an instructional timeline.	Science Teachers	8/20/07	5/20/08	Continuous Improvement Model	0
4. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/9/07	1/9/08	Inclusion of SWD	0
5. Conduct weekly experiments that focus on the experimental design model.	Science Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
6. Execute a school-wide science fair.	Science Department Chairperson	8/20/07	5/30/08	Academic Enrichment Opportunities	0
7. Increase the use of technology in science classes.	Science Teachers	8/20/07	5/30/08	Academic Enrichment Opportunities	0
8. Provide peer review opportunities.	Science Teachers	8/20/07	5/30/08	Exchange Meaningful Information	0
9. Emphasize problem-solving skills in all classes.	Science Teachers	8/20/07	5/30/08	Exchange Meaningful Information	0
10. Develop students' scientific literacy.	Science Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
11. Use CRISS in science classes.	Reading Coach, Science Teachers	8/20/07	5/30/08	Exchange Meaningful Information	0
12. Develop instructional timeline based on student data for Science, Mathematics and Enrichment classes.	Science Teachers	8/20/07	1/11/08	Continuous Improvement Model	0
13. Utilize Instructional focus of FCAT benchmarks.	Science Teachers	8/20/07	5/30/08	Continuous Improvement Model	0
14. Establish Science as a major component of the IBO-MYP Programme.	Principal, APC, Magnet Leader Teacher and Science Teachers	8/16/07	5/30/08	Academic Enrichment Opportunities	0
15. Establish Science Family Nights	Science Teachers	10/29/07	5/30/08	Academic Enrichment Opportunities	0

Research-Based Programs

Science Voyager by Glencoe
New State-Adopted Textbooks
Riverdeep

Professional Development



School Improvement Plan 2007-2008



CIM
CRISS
CRISS Refresher
IBO-MYP Programme
Science fair workshops
Use of interim data for instructional purposes

Evaluation

Formative: Bi-weekly Assessment(s), District Assessment(s), Teacher Test(s)
Summative: The 2008 FCAT Science Assessment

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Parental Involvement

Needs Assessment

Data from the Year-End Progress on School Improvement Plan Objectives for 2006-2007 indicated that there is a need to increase parental involvement. The level of parental involvement of low performing students in reading and mathematics needs to be a major focus to increase student academic achievement. The lack of participation and support is due to several factors, such as single- parent homes, non-parental guardianship, foster care, low economic status, and lack of transportation.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Carry out a marketing campaign to increase parental awareness of school and parent collaboration.	Assistant Principal, Magnet Lead Teacher, Community Involvement Specialist (CIS)	10/15/07	1/31/08	Exchange Meaningful Information	0
2. Collaborate with community partners to improve parenting skills of parents of at-risk students.	Assistant Principal, CIS, Student Services Department, Magnet Lead Teacher	9/24/07	1/31/08	Student Wellness	0
3. Conduct workshops on school campus and in the community for: strategies to support FCAT reading, mathematics, writing and science efforts, and others.	Assistant Principal, Reading Coach, Mathematics Department Chairperson, Science Department Chairperson, CIS, Parent Academy	10/22/07	5/2/08	Exchange Meaningful Information	0
4. Initiate campaign to increase volunteer presence in the school.	Assistant Principal, CIS, Dade Partners Liasion, Magnet Lead Teacher	10/1/07	5/2/08	Exchange Meaningful Information	0
5. Increase parent involvement in alternatives to suspension.	Assistant Principal, TRUST Counselor, Student Services Chairperson, Social Worker	10/1/07	5/16/08	Exchange Meaningful Information	0
6. Conduct sensitivity training for faculty and staff.	Assistant Principal, Community Partners, Student Services Department, Magnet Lead Teacher	10/8/07	1/31/08	Exchange Meaningful Information	0

Research-Based Programs

National PTSA Standards

Professional Development

Professional development for parents will be provided through Parent Academy sessions
 Monthly EESAC meetings
 Monthly PTSA meetings
 CRISS session for parents
 Reading Workshops
 Mathematics Workshops
 Writing Workshops
 Science Workshops

Evaluation

Data from the Year-End Progress on School Improvement Plan Objectives and Parental Contacts Logs for 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

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"/>

Discipline & Safety Statement

Discipline & Safety

Needs Assessment

A review of disciplinary records from the 2006-2007 school year indicated that outdoor suspensions resulted in 716 missed school days.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Conduct teacher workshops on classroom management.	Assistant Principal for Discipline	8/10/07	5/25/08	Exchange Meaningful Information	0
2. Provide students counseling and skills in conflict mediation.	Counselors	8/14/07	5/25/08	Safe and High-quality Facilities	0
3. Schedule monthly meetings with beginning teachers and teachers new to the school to provide resources and assistance in classroom management.	Principal, Assistant Principals	8/9/07	5/25/08	Exchange Meaningful Information	0
4. Assign colleagues as mentors to teachers needing assistance in classroom management.	Assistant Principal for Discipline	8/9/07	5/25/08	Exchange Meaningful Information	0
5. Incorporate ethics training in students' humanities curriculum.	Humanities Teachers	10/3/07	11/22/07	Seamless PreK-12 Curriculum	0
6. Conduct Guided Classroom Lessons.	Counselors	8/20/07	5/25/08	Exchange Meaningful Information	0
7. Conduct character development workshops	Activities Coordinator/Counselors	8/20/07	5/25/08	Exchange Meaningful Information	0

Research-Based Programs

National PTSA Standards

Professional Development

New Teacher Support: "Beyond Being A Survivor"
 Effective Classroom Management
 "It Did Not Have To Happen" Training

Evaluation

This objective will be evaluated by comparing the number of outdoor suspensions referrals written and the number of missed school days due to suspension during 2007-2008 with the number of outdoor referrals written and number of missed school days due to outdoor suspension during the prior year.

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

Technology Statement

Technology

Needs Assessment

Less than 10% of the teachers were using Excelsior Gradebook (Electronic grade book) to complement traditional classroom resources during the 2006-2007 school year. The NCLB suggests that all teachers use technology as an innovative method of delivery to assist students in mastering the objectives determined by the Sunshine State Standards.

Measurable Objective

Given an emphasis on the use of technology, 100% of teachers will master the Excelsior Gradebook as evidenced by every student receiving a computer generated progress report for each nine week grading period in 2007-2008 as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Conduct meeting to discuss technology goals.	Principal, Assistant Principal for Curriculum (APC), Middle Years Program (MYP) Coordinator, Technology Coordinator, Microsystems Technician	8/10/07	9/1/07	Exchange Meaningful Information	0
2. Generate professional development calendar.	APC, MYP Coordinator, Technology Coordinator	9/5/07	10/27/07	Exchange Meaningful Information	0
3. Solicit technology cohort group.	APC, MYP Coordinator, Technology Coordinator, Microsystems Technician	9/5/07	10/27/07	Exchange Meaningful Information	0
4. Conduct professional development workshops on the use of the electronic gradebook.	APC, MYP Coordinator, Technology Coordinator	8/23/07	4/27/08	Education Innovation	0
5. Implement the electronic grade book school-wide.	Principal, APC, MYP Coordinator, Technology Coordinator	8/20/07	6/5/08	Education Innovation	0
6. Assess the progression of usage among teachers.	Principal, APC, MYP Coordinator, Technology Coordinator	8/20/07	6/5/07	Education Innovation	0

Research-Based Programs

NA

Professional Development

CIM
 Excelsior Gradebook
 Read 180
 Easy Tech
 Microsoft Word
 Microsoft Access
 Microsoft Power Point
 Inspiration 7
 FCAT Explorer
 Riverdeep
 Education Portal
 Inspiration
 Atomic Learning
 FCAT Explorer
 E-Instruction

Evaluation

This objective will be evaluated by 100% of teachers posting grades and attendance in Excelsior Gradebook.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Health & Physical Fitness

Needs Assessment

Only 37% of the physical education FTE were award winners in the FITNESSGRAM test summary for 2006-2007.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their measures of cardiovascular, flexibility and muscle strength endurance as evidenced by 50% of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Conduct physical education pre- and post-tests to assess student/school improvement in specific measures of cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal, Physical Education Teacher	10/9/07	5/16/08	Student Wellness	0
2. Participate in intra-mural competitions.	Physical Education Teacher	11/13/07	5/23/08	Student Wellness	0
3. Monitor progress of student performance in specific measures of cardiovascular strength and endurance.	Physical Education Teacher	10/1/07	5/18/08	Student Wellness	0
4. Conduct a parent workshop for family physical fitness awareness.	Physical Education Teacher	9/11/07	5/16/08	Healthcare & Healthy Choices	0
5. Assist students in setting individualized physical fitness goal.	Physical Education Teacher	10/1/07	11/2/07	Student Wellness	0
6. Provide incentives for students who meet their individualized physical fitness goal.	Physical Education Teacher	1/7/08	5/23/08	Student Wellness	0

Research-Based Programs

FITNESSGRAM

Professional Development

Division of Physical Education
Horizontal articulation of middle school physical education teachers

Evaluation

This objective will be evaluated by the results of the 2007 administration of the FITNESSGRAM and district assessment(s) as a progress monitoring tool.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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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

Electives and Special Areas

Needs Assessment

The 2006-2007 course offerings for gifted students were limited to 6th, 7th and 8th grade language arts, mathematics and humanities. Students did not have the opportunity to take gifted courses in 6th, 7th or 8th grade science.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in gifted classes will increase by 10 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
1. Enhance internal and external articulation strategies.	Assistant Principal for Curriculum (APC), Student Services Department	8/16/07	3/27/08	Academic Enrichment Opportunities	0
2. Increase the number of teachers with gifted endorsement.	Principal, APC	8/16/07	5/30/08	Academic Enrichment Opportunities	0
3. Conduct parent awareness workshops.	Principal, APC, Community Involvement Specialist (CIS)	9/24/07	4/25/08	Academic Enrichment Opportunities	0
4. Market gifted and advanced academic programs in community.	Principal, APC, CIS	9-24-07	5/30/08	Academic Enrichment Opportunities	0
5. Enhance recruitment activities.	APC, Magnet Lead Teacher	8/16/07	5/30/08	Academic Enrichment Opportunities	0
6. Increase gifted course offerings.	Principal, APC	8/9/07	5/30/08	Academic Enrichment Opportunities	0

Research-Based Programs

McDougal Littell: The Language of Literature
 Glencoe/McGraw: Pre-Algebra (Florida Edition)
 Glencoe/McGraw: Algebra I (Florida Edition)
 Glencoe: World Geography: Florida Edition The World and Its People
 Civics Today
 Glencoe: U.S. History: Florida Edition The American Journey

Professional Development

CIM
 CRISS
 Division of Advanced Academic Programs Workshops
 Gifted Endorsement Classes

Evaluation

This objective will be evaluated by the District gifted enrollment data for 2007-2008 as compared to 2006-2007.

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

Return on Investment

Needs Assessment

The most recent data from the FLDOE indicated that in 2006-2007, North Dade Middle School ranked at the 30th percentile on the State of Florida ROI index.

Measurable Objective

North Dade Middle School's Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, EESAC Chairperson	10/22/07	5/30/08	Exchange Meaningful Information	0
2. Collaborate with the District and the Regional Center regarding resource allocations.	Principal, Assistant Principals	9/24/07	5/30/08	Exchange Meaningful Information	0
3. Consider taking advantage of a broader resource base, such as volunteer networks and Dade Partners.	Principal, Assistant Principals, PTSA, Career Specialist, Community Involvement Specialist (CIS)	9/4/07	5/30/08	Exchange Meaningful Information	0
4. Create partnership with community agencies.	Principal, Assistant Principals, Career Specialist, CIS	9/4/07	5/30/08	Exchange Meaningful Information	0
5. Consider sharing facilities with community agencies.	Principal, Assistant Principals, Career Specialist, CIS	9/4/07	5/30/08	Business Process Redesign	0

Research-Based Programs

National PTSA Standards
Read 180

Professional Development

CIM
CRISS
CRISS Refresher
Administrators' Training (Budget, MSAF, Grants, other finances)

Evaluation

On the next State of Florida ROI index publication, North Dade Middle School will increase its State of Florida ROI ranking by two percentage points.

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:

Budget monies have been approved by EESAC for tutorials, supplemental instruction materials, and after-school detention.

Training:

EESAC members are made aware of opportunities for compliance training and school improvement initiatives via workshops and in-services (District).

Instructional Materials:

Instructional materials, such as Weekly Readers, have been approved for Humanities.

Technology:

EESAC has assisted parents in the awareness of the electronic gradebook, teacher websites, the North Dade Middle School website and other computer-based programs to assist their children in achieving academic excellence.

Staffing:

Hourly staff members have been hired for after-school tutorials, Saturday school, and after-school detention.

Student Support Services:

The EESAC Student Representative, or alternate, contributes to EESAC meeting discussions for FCAT Benchmarks and overall school improvement.

Other Matters of Resource Allocation:

Funds have been spent for books for the Book of the Month Club and end-of-the-year Accelerated Reader Awards.

Benchmarking:

Benchmarking data is collected for quarterly FCAT Reading Comprehension, Writing, Math and Science. Data are reviewed with EESAC members for their input for SIP and continuous data-driven objectives for students improvement on FCAT.

School Safety & Discipline:



School Improvement Plan 2007-2008



EESAC sponsors the After-School Detention Program as an alternative to suspension and approved EESAC monies for updated school radios to maximize school safety.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	2150
Mathematics	2150
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	4300



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