

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Ponce de Leon Middle School (6741)

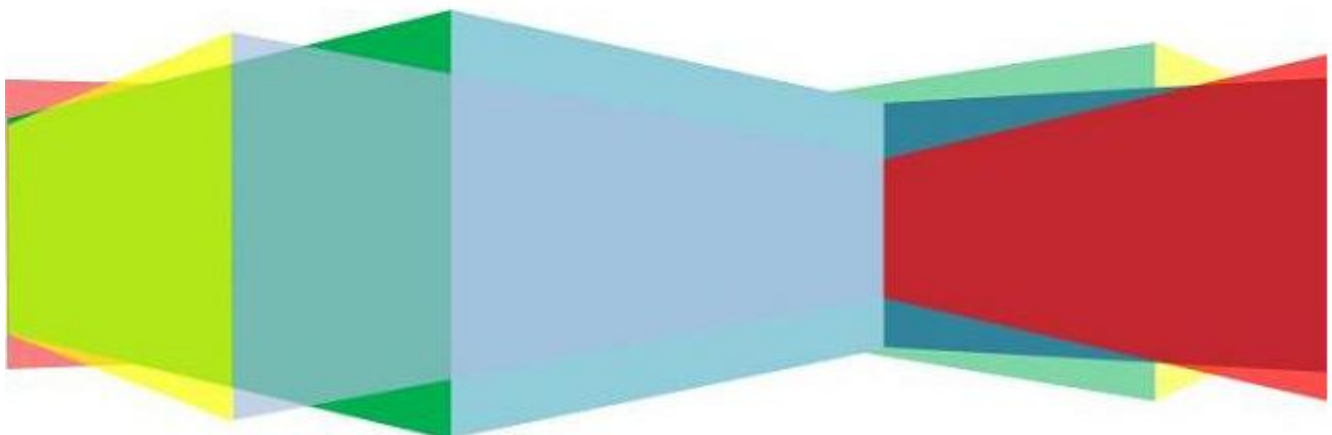
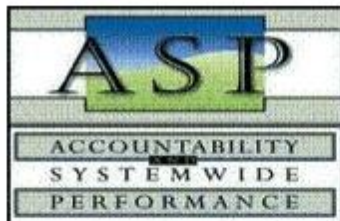
Feeder Pattern - Coral Gables Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Anna Rodriguez

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Ponce de Leon Middle School (PDLMS) functions as a secondary public school entity of Miami-Dade County Public Schools and exists to facilitate the academic, social, and individual development of its primary customers, hereto referred to as students. The school is comprised of a full-time gifted program, a special unit dedicated to offering services to the severely emotionally handicapped, and a comprehensive, bilingual curriculum content program for limited English proficient students.

During September 2007, PDLMS will have their final visitation and review to receive full accreditation by the International Baccalaureate Middle Years Programme. In the 2005-2006 school year, PDLMS achieved candidate status as accredited by the International Baccalaureate Middle Years Programme Organization. In addition, in the 2005 – 2006 school year, PDLMS commenced an International Studies Program. The International Studies program is a collaborative effort between the consulates of Spain, France, and Italy, the Office for Bilingual Education of Miami-Dade County Public Schools, and PDLMS. In 2005, our International Education magnet program was awarded the prestigious Magnet Schools of America “Magnet School of Distinction” award. The school also benefits from a renowned, self-contained gifted program, servicing gifted students both within and beyond our school boundaries. PDLMS continues to have Professional Development School designation with the University of Miami, utilizing emerging technologies with the cumulative ability and interest in technology shared by all teachers.

The Educational Excellence Student Advisory Council (EESAC), in conjunction with the PDLMS senior leadership, faculty, and staff, has reviewed the needs of the school. Together they have developed the following in accordance with and in order to meet federal, state, and district requirements:

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 63% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students grade six through eight will improve their reading skills as evidenced by a 63% of students scoring at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 63% of students scoring at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will improve their reading skills as evidenced by 63% of students scoring at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

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

Given instruction using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 62% percentage of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by a 62% of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will increase their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of one percent of students reaching the State required mastery level of 4.0 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards (SSS), students in eighth grade will improve their science performance as evidenced by 50% of the students scoring at FCAT achievement Level 3 or higher on the 2008 administration of the FCAT.

Given the assistance of Informed Families and the Community Involvement Specialist, the number of parents attending school sponsored events will increase from 77 percent in the 2006-2007 school year to 82 percent in the 2007-2008 school year.

Given the implementation of the school-wide conflict resolution program, students in grades six through eight will utilize positive conflict resolution strategies as evidenced by a 5 percent decrease in the number of suspensions, from 542 in the 2006-2007 school year to 516 for the 2007-2008 school year.

Given the use of effective technology integration, at least 75 percent of eighth grade students will create a technology rich interdisciplinary project that reflects mastery of the six broad categories: basic operations and concepts, social, ethical and human issues, technology problem-solving and decision-making tools.

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six and seven will pass the Physical Fitness Test (FITNESSGRAM), as evidenced by a ten percentage point increase in the numbers of students achieving this goal in the 2007-2008 school year to 50 percent when compared to the 2006-2007 school year at 40 percent.

The number of students enrolled in technology, fine arts, and other elective classes will increase by 5%, from 929 to 975 students as evidenced by data derived from the 2007-2008 master schedule, as compared to the 2006-2007 master schedule.

Ponce de Leon Middle School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in the 2004-2005 school year to the 70th percentile on the next publication of the index.

According to the Organizational Performance Improvement Snapshot Assessment Survey, certain areas of growth have been identified by faculty and staff at PDLMS. Sixty six percent of the faculty and staff responded, and two areas of great need have been identified. According to category 7e, only 40 percent of those surveyed feel that the organization removes things that get in the way of progress. Another major area for improvement is category 7c. Only 42 percent of the faculty agreed that they know how well their work location is doing financially.



# 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.

## 6741 - PONCE DE LEON MIDDLE SCHOOL

### VISION

Ponce de Leon Middle School will be an A school which meets stakeholders' expectations by providing all students with a strong academic foundation, a sound moral character, and the requisite skills, including the use of technology, to meet the Sunshine State Standards and become successful citizens within our learning community. Ponce de Leon Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school: we are dedicated to quality - quality of service, quality of relationships, and quality of communications; we believe that we should be, for all who are involved, a place of realized potential and a safe-learning community for all; and we believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

### MISSION

It is the mission of Ponce de Leon Middle School to provide its students with a safe, academically challenging, and culturally diverse learning environment which fosters the development of a strong character and intellect. It is our goal to assist students in reaching their maximum potential and to grow into responsible, skilled, and productive citizens.

### CORE VALUES



# School Improvement Plan 2007-2008



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.

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## ***School Demographics***

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Ponce de Leon Middle School is a magnet school of choice, has earned Candidate Status with the International Baccalaureate Organisation (IBMY), and is a designated Title I school. PDLMS provides basic educational services based on the Sunshine State Standards to students in grades six through eight. The school is also comprised of a full-time gifted program, a special unit dedicated to offering services to emotionally handicapped and severely emotionally disturbed students through the Bertha Abbess program, and a comprehensive bilingual curriculum content program for Limited English Proficient (LEP) students. The instructional program follows the Competency-Based Curriculum (CBC) and ranges from remedial to high school credit courses. As an International Education (IE) magnet school, the study of one of three modern languages is a requirement for all standard curriculum students. PDLMS has also implemented the International Studies (IS) program in the following three languages: Spanish, Italian, and French. The school offers a comprehensive vocational technology program and emphasizes computer-assisted learning by offering Internet accessibility in every classroom in addition to offering a school-wide access 30-station computer laboratory located on campus. Instruction is provided in traditional classroom settings and is enhanced through computer-based applications. School-to-home connections are fostered through access to teacher email addresses, parent/teacher conferences, Pinnacle Parent Viewer (on-line Gradebook), and/or websites as well as monthly newsletters and calendars.

Ponce de Leon Middle School employs a total of 121 full-time staff members and nine part-time staff members. Of this group, four are administrators, 85 are classroom teachers, five are guidance personnel, nine are clerical employees, ten are custodians, six are security monitors, nine are cafeteria workers, three are paraprofessionals, one is a library media specialist, one is a reading coach, one is a math coach, one is a magnet lead teacher, and one is a computer specialist. The teaching staff includes 12 percent new to the school and 91 percent are considered highly qualified according to No Child Left Behind (NCLB). Two teachers are Nationally Board certified. The school staff ethnic ratios are as follows: 22 percent White non-Hispanic, 31 percent Black non-Hispanic, 44 percent Hispanic, and 3 percent Asian.

Ponce de Leon Middle School serves 1,200 students from the surrounding neighborhood as well as beyond its boundaries for students enrolled in the International Education/International Studies magnet program. The student population includes standard curriculum students (74 percent), ESE non-gifted students (13 percent), gifted students (13 percent), Limited English Proficiency (LEP) students (7 percent), and economically disadvantaged students (75 percent). The ESE population can be further broken down as follows: 151 gifted, 104 specific learning disabled, 28 emotional behavioral disabled, 3 educable mentally handicapped, 1 hearing impaired, 1 autistic and 17 other health impaired students. The declared ethnic/racial makeup of the student population is 72 percent Hispanic, 16 percent African American, 9 percent White, and 2 percent Asian/Indian/Multiracial. Twenty-one students (2 percent) are attending PDLMS on a transfer. Seven hundred seventy (63 percent) students are transported by Miami-Dade County Public Schools busses. Recognizing the unique needs of these key student groups, the school provides a full-time self-contained gifted program, a Bilingual Curriculum Content (BCC) program for LEP students of two years or less in the country, and an inclusion program for selected exceptional education students.

In the 2007-2008 school year, enrollment at PDLMS once again decreased. The decrease is attributable to a variety of factors. The enrollment is affected by competition from nearby private and charter schools coupled with budgetary constraints district-wide.

Ponce de Leon Middle School has identified several issues concerning challenges in learning. Among these are that PDLMS students are highly mobile and frequently miss days of school. In fact, the school daily attendance rate for the 2006-2007 school year was approximately 94% percent. PDLMS has identified parental participation as an area of growth. It has been determined that 75 percent of the students are economically disadvantaged. Consequently, PDLMS qualifies for the Title I program for the 2007-2008 school year. Despite all of the challenges PDLMS students face, the students and the teachers committed to success and it has earned the distinction of being graded as an "B" school by the Florida Department of Education.



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## ***School Foundation***

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### **Leadership:**

The Ponce de Leon Middle School senior leadership team consists of a Principal, three Assistant Principals, one Magnet Lead Teacher, one Reading Coach, one Math Coach, 11 Department Chairpersons, 10 Team Leaders, an EESAC, and a PTSA. According to the Organizational Performance Improvement Snapshot Assessment Survey (OPIS), customer and market focus is one of PDLMS's strengths, since it ranked the highest by category average. Eighty eight percent of the faculty agrees that we know who our most important customers are. Eighty three percent of the faculty agrees that they know the organization's mission. Fifty six percent of the faculty agrees that the leadership encourages professional development. Removing obstacles that impedes the staff progress is an area of growth because this area only received an average score of 3.2.

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

Faculty and staff members are viewed as leaders within the school and are involved in grade level, departmental, and management groups that work collaboratively to build consensus through effective communication and sharing mechanisms. Even though PDLMS sees each person as a specialist in his/her area with unique insights and contributions to the consensus building process, the survey reveals that this is one of our opportunities for improvement. According to the OPIS, at least 23 percent of the faculty feels that the organization needs to seek more input from them. PDLMS is implementing Professional Learning Communities throughout the school. PDLMS faculty will be afforded the opportunity to recommend professional development needs and volunteer to conduct mini-workshops. At Ponce de Leon Middle School, department chairs continually assess training needs within departments and in turn with the principal and assistant principals. Following the end of the school cycle, the administration and department chairs solicit feedback regarding various training sessions. Subsequent future professional development is modified pursuant to the results of the feedback obtained. Nonetheless, PDLMS must find more ways to build consensus.

### **Stakeholder Engagement:**

Stakeholder Engagement produced an average score of 4.1. PDLMS faculty and staff members know who the most important customers are, they keep in touch with customers, and they are allowed to partake in the decision-making process to solve customer problems. The staff is satisfied with their relationship to their customers, believing that they have the information they need to make informed decisions to solve problems involving their work. 70 percent of the PDLMS faculty and staff members agreed that they are asked if they are satisfied or dissatisfied with what happens at school.

### **Faculty & Staff:**

Ponce de Leon Middle School adheres to the policies and procedures set forth by the District's PACES Manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four-day district orientation regarding Miami-Dade County Public Schools' policies and procedures. According to the survey, the faculty and staff give PDLMS an average score, 3.7, in human resources. More than half of the faculty and staff do feel that they have a safe working environment. They feel satisfied that they can make changes that will improve their working environment. Nonetheless, the survey also reveals that they would like to be recognized for their work. PDLMS will seek to find ways to recognize and acknowledge the faculty and staff for their work.

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

Faculty and staff members are viewed as instructional leaders within the school and are involved in grade level, departmental, and management groups that work collaboratively to build consensus through effective communication. Results of the OPIS indicate that faculty and staff members strongly agree that pertinent information and student data are organized, disseminated, and utilized within the school in an expeditious manner. Information and data are shared with faculty members through several venues, such as faculty meetings, team meetings, department meetings, designated early release days, and during professional development opportunities. Faculty members are strongly encouraged to utilize this information in lesson planning for differentiated instruction and small group settings. Students are grouped according to content cluster analysis acquired from Student Performance Indicators (SPI) and COGNOS. Seventeen percent of the PDLMS staff indicated that they are not updated on how the work location is doing.

### **Education Design:**



# School Improvement Plan 2007-2008



Ponce de Leon Middle School offers a variety of supplemental reading services to students during the day, afterschool, and on Saturdays. All students scoring Level I or Level II based on the reading portion of the 2006 FCAT results are placed in a remedial reading elective. University of Miami Law students tutor on Monday and Wednesday afternoons from 3:45 - 5:00 pm. In addition, the 2007 FCAT Reading Test results will be utilized to monitor student progress. All students scoring Level I are placed in a remedial intensive mathematics elective. University of Miami math students volunteer on Tuesday and Thursday afternoons from 3:45 - 5:00 pm to tutor students in the lowest 25th percentile of the 2006 FCAT administration. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Mathematics Test results will be utilized to monitor student progress.

Ponce de Leon Middle School provides tutoring for LEP students on Monday through Thursday from 3:45 - 5:00 in the areas of reading, mathematics, and science. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Test results will be utilized to monitor student progress. Another program that Ponce de Leon Middle School is proud to offer is the After School All Stars. Students are offered home learning assistance, tutoring, drama instruction, a recreational fitness program, and technology through Classworks on the computer.

Ponce de Leon Middle School has been implementing the Eight-Step Continuous Improvement Model. Our school uses the students' FCAT test scores and additional academic data sources to identify instructional groups. Teachers develop an instructional focus calendar that encompasses all objective areas and time allocations based on the needs of the student groups. Using the calendar, teachers deliver the instructional focus lessons. After the instructional focus lessons have been taught, the school will administer quarterly assessments to identify mastery and non-mastery students. Tutorials are provided to reteach non-mastered target areas along with enrichment opportunities for students to achieve mastery. Materials are also provided for ongoing maintenance and re-teaching. The principal and assistant principals assume the role of instructional leaders and are continuously monitor the teaching and learning process. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction.

PDLMS faculty strongly agrees that they know how to measure the quality of their work and then how to review for necessary changes. The area of needed improvement identified is circulating information on the well being of the school. Ponce de Leon Middle School actively encourages faculty to identify students who may be eligible for either advanced or gifted classes. Once a gifted recommendation has been made, the school psychologist evaluates the student for eligibility. If the student is determined to be eligible for gifted, the staffing specialist meets with the parents and teachers in order to identify the best placement for achieving the identified goals and objectives. Ponce de Leon Middle School provides students a complete program in either an advanced track or full-time gifted program. In 2007-2008 academic year students are able to register for either advanced classes or, if eligible, gifted classes in science, mathematics, language arts, and social studies. In the 2007 - 2008 academic year, 151 students are enrolled in the gifted program and 397 in advanced classes. Ponce de Leon Middle School also provides opportunities for advanced students to obtain high school credits. The following courses are offered at PDLMS for high school credit: Earth and Space Science, Algebra I, Geometry, Spanish I, Spanish II, Spanish Language Literature for International Studies I/II/III, Spanish for Spanish Speakers I, Spanish for Spanish Speakers II, Italian I, French I, French II, and French Language and Literature for International Studies I/II/III.

## **Performance Results:**

According to the Organization Performance Improvement Snapshot Assessment, PDLMS is doing well. However, there is always room for improvement and the survey helps to focus our attention to special needs areas. The survey indicates that Leadership and Strategic Planning are the two areas that are in need of greatest development. In Leadership, PDLMS only scored at 3.6, overall. In response to the statement, "My work location asks me what I think," PDLMS only scored at 3.3. Also, in "My supervisor creates a work environment that helps me do my job," PDLMS only scored at 3.4.

Strategic Planning is the greatest area for improvement. PDLMS only scored a 3.5. In the area entitled, "As it plans for the future, my organization asks for my ideas," PDLMS only scored at 3.5. In this area, 20 percent believe that their ideas are not being solicited in terms of planning for the future. Also, PDLMS only scored a 3.6 in "I know the parts of my organization's plans that will affect me and my work." Therefore, there needs to be greater interdepartmental communication and interdisciplinary communication in order to effectively convey individual responsibilities and expectations.





# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

***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 type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input 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

### Not Checked Items:

**Small Learning Communities:** Teachers have the opportunity to schedule centers and small groups within their classrooms to implement differentiated instruction. The Ponce de Leon Faculty and Staff is being provided with various team building activities and exposures to various small learning communities during professional development days and / or early release days.

**Course Choice Based on Student Goals / Interests / Talent:** Ponce de Leon Middle School students are given the four basic core classes. Students are scheduled into an Intensive Reading or an Intensive Reading Plus class based on their FCAT Level and other administered assessments. Students are given the opportunity to participate in a foreign language course / studies for the magnet component of Ponce de Leon Middle School. Through the articulation process, students are given the option in choosing an elective for the upcoming school year.

### Selected Items:

**Different Innovative Approaches to Instruction:** Teachers are given the opportunity to teach in various ways. Some of the different approaches include Read 180, and small group instruction. This principal is located in the Reading Strategies section of the School Improvement document.

**Responsibility of Teaching Reading for Every Teacher:** The Reading Coach also provides modeling and coaching to all classroom teachers regardless of subject area. Professional Development opportunities are provided for teachers to acquire a variety of reading strategies which directly correlate with their subject area. This principal is located in the CRRP section and in the Reading Strategies component of the School Improvement document.

**Quality Professional Development for Teachers and Leaders:** Ponce de Leon Middle School offers its faculty and staff the option of exploring professional developments they feel will help them become better leaders and educators to their students. Ponce de Leon Middle School also provides professional development opportunities based on student needs. These needs are gathered from the many assessments given to students throughout the school year. This principal is located in each of the goals of the School Improvement Plan. The information is provided in the section labeled Professional Development.

**Intensive Intervention in Reading:** All students who scored an FCAT Level 1 and 2 in Reading are placed in an Intensive Reading or an Intensive Reading Plus class. This guiding principal is located in the Reading Strategies section of the School Improvement Plan.

**Master Schedules Based on Student Needs:** Students are also scheduled with Intensive classes for Reading based on their FCAT Level. Students are also scheduled with courses based on the magnet requirements, Gifted, ESE, and or LEP. Students are also scheduled into elective classes based on student interest and magnet components. This principal is located in each of the goals of the School Improvement Plan. The information is provided in the section labeled Strategies.

**Parental Access and Support:** Family nights and Early Release dates provide families with strategies on how to help children succeed at a middle school setting. This guiding principle is located in the strategies and professional development components of the Parental Involvement goal.

**Applied and Integrated Courses:** Advanced academic and honors courses are offered in Language Arts, Mathematics, Science and Social Studies. These courses, as well as high school credit courses in Italian, French, Spanish, Mathematics, and Science are structured to prepare the students for a successful high school and future educational career. These courses are rigorous and structured to provide the students with a wealth of knowledge and blend of career information.

**Academic and Career Planning:** Students are given the opportunity to analyze their FCAT Scores and content clusters as they relate to the FCAT. These students then set individual short and long term academic goals. This guiding principle is located in the strategies section of the Reading, Mathematics, Writing, and Science goal.

### Reading Goal

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

#### **Florida Education Priorities**

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

#### **Reading Statement**

Ponce de Leon Middle School students will improve their reading skills.

#### **Needs Assessment**

Results of the 2007 Florida Comprehensive Assessment Test (FCAT) reading portion indicate that 60 percent of students have met the state required mastery level, 70 percent have made annual learning gains, and 78 percent of students scoring in the lowest 25 percent have made adequate progress. Additionally, the Sixth grade students proved strongest in the areas of Comparisons (63% correct) and Main Idea/Purpose (60% correct), and Words and Phrases (60% correct). The 6th grades need improvement in the category of Reference/Research (57% correct). The 7th grade students strongest strands were Comparisons (78% correct) and Main Idea/Purpose (68% correct). They need improvement in the strands covering Words/Phrases (57% correct) and Reference/Research (57%). The 8th grade students proved strongest in the strands of Main Idea/Purpose (58% correct), Words/Phrases (57% correct), and Comparisons (57% correct). The 8th graders need improvement in Reference/Research (46% correct). The 2007 Adequate Yearly Progress (AYP) Report indicates that students in three identified subgroups, Economically Disadvantaged, Limited English Proficient Students and Students with Disabilities did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Specifically, students in grades six through eight exhibited the greatest instructional needs in the area of Reference and Research.

#### **NCLB Subgroup Target**

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

### **Measurable Objective**

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 63% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students grade six through eight will improve their reading skills as evidenced by a 63% of students scoring at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 63% of students scoring at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will improve their reading skills as evidenced by 63% of students scoring at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Literacy Framework Model in all reading classes, providing differentiated instruction in vocabulary, comprehension and fluency, with additional instruction in phonics and phonemic awareness for students in Intensive Reading Plus classes utilizing Read XL Series in Intensive Reading and Scholastic Read 180 in Intensive Reading Plus and ESE Reading classes.	PrincipalAssistant Principal for CurriculumReading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Develop Literacy Leadership Team to oversee implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) throughout all classes.	PrincipalAssistant Principal for CurriculumReading Coach	8/20/07	06/05/08	District-wide Literacy Plan	500
Conduct student S.W.A.T. (Students Working on Academic Targets) sessions with students to enable them to study individualized data and set academic and career goals for the year.	PrincipalAssistant Principal for CurriculumReading Coach	8/20/07	06/05/08	Continuous Improvement Model	0
Continue tutoring program with UM Law students and implement 5th Dimension Tutoring, a software based/online after school program, to assist and monitor students in grades six through eight scoring in the lowest 25 percent, as well as those students identified by the NCLB subgroups.	PrincipalAssistant Principal for CurriculumReading Coach	8/20/07	06/05/08	Academic Enrichment Opportunities	5500
Implement FCAT Reading Spring Training Camp for all grade levels.	PrincipalAssistant Principal for CurriculumReading Coach	1/7/2008	2/29/2008	Academic Enrichment Opportunities	1000
Implement Saturday Academy for all grade levels.	PrincipalAssistant Principal for CurriculumReading Teachers	10/8/2007	5/30/2008	Academic Enrichment Opportunities	5600
Enroll FCAT Achievement Levels 1 and 2 students in Intensive Reading classes and FCAT Achievement Levels 1 and 2 students with deficits in decoding during Intensive Reading Plus classes in addition to their required Language Arts class. Utilize the Maze to assess progress made by FCAT Level 1 and 2 students. Administer the Diagnostic Assessment of Reading (DAR) for students not exhibiting progress prior to the second administration of the Maze, and instructional technology pre-tests, such as Gates-MacGinitie, to determine reading levels and design instruction accordingly.	PrincipalAssistant Principal for CurriculumReading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Identify students who would benefit from Advanced and Gifted Language Arts classes based on the 2007 FCAT results and class performance. Assess and reassign students as needed. Monitor student performance to ensure appropriate progression.	PrincipalAssistant Principal for Curriculum	08/20/07	06/05/08	Advanced Academics	0
Develop a Progress Monitoring Plan (PMP) for each student not meeting state-developed criteria on the 2007 FCAT to incorporate instructional strategies such as Reciprocal Teaching, CRISS, Guided Reading, Reading Aloud, and before, during and after reading strategies.	PrincipalAssistant Principal for CurriculumReading Coach	8/20/07	06/05/08	District-wide Literacy Plan	1000

### Research-Based Programs

Read 180  
Read XL

### Professional Development

Provide Creating Independent Student-owned Strategies (CRISS) training. Expand Reciprocal Teaching training. Model the Literacy Framework Model, Differentiated Instruction and Best Practices. Provide training on the Comprehensive Research-Based Reading Plan (CRRP). Expand training on the Student Performance Indicators (SPI) for all teachers

### Evaluation





# School Improvement Plan 2007-2008



This objective will be measured by results of the 2008 FCAT Reading Test. In addition, district interim reading assessments, the FORF, and the Gates-MacGinitie will provide formative data, which will be used to monitor progress towards the objective.

### Mathematics Goal

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

#### *Florida Education Priorities*

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

### Mathematics Statement

62 percent of all students will meet the State required mastery level on the 2008 administration of the FCAT Mathematics Test.

### Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 57 percent of students have met the State required mastery level and that 67 percent have made annual learning gains. Additionally, the 6th grade students proved strongest in Geometry (56% correct), Number Sense (44% correct), and Data Analysis (44% correct). The 6th graders need improvement in the areas of Measurement (33% correct) and Algebraic Thinking (38% correct). The 7th grade students proved strongest in Number Sense (56% correct), Algebraic Thinking (56% correct), and in Data Analysis (56% correct). The 7th grade students need improvement in the areas of Measurement (44% correct) and Geometry (50% correct). The 8th grade students proved strongest in the areas of Number Sense (50% correct) and Measurement (50% correct). These students need improvement in the areas of Geometry (42% correct), Algebraic Thinking (42% correct), and Data Analysis (42% correct). The following subgroups recognized by NCLB standards did not meet adequate yearly progress: African American, Students with Disabilities, Economically Disadvantaged and Limited English Proficiency students. Specifically, the needs assessments indicate that eighth grade students require remediation in Algebraic Thinking, Geometry, and Data Analysis. The seventh grade students require remediation in Geometry and Measurement. The sixth grade students require remediation in Algebraic Thinking and Measurement.

### NCLB Subgroup Target

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

### Measurable Objective

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

Given instruction using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 62% percentage of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by a 62% of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will increase their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement a mathematics paraprofessional pull-out program to provide extra assistance to lower-achieving students in sixth grade.	PrincipalAssistant Principal for CurriculumMathematics Department Chair	08/20/07	06/05/08	Academic Enrichment Opportunities	17000
Conduct student S.W.A.T. (Students Working on Academic Targets) sessions with students to enable them to study individualized data and set academic and career goals for the year.	PrincipalAssistant Principal for CurriculumMathematics Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Implement and monitor the mathematics program at Henry S. West Laboratory School, known as "Calculating Kids."	PrincipalAssistant Principal for CurriculumMathematics Department ChairMathematics Teachers	9/28/2007	06/05/08	Academic Enrichment Opportunities	0
Provide staff development opportunities for all mathematics teachers through mentoring, modeling of lessons, and training in areas such as content cluster analysis, Riverdeep, Snapshot, Edusoft and other existing resources.	PrincipalAssistant Principal for CurriculumMathematics Department Chair	08/20/07	06/05/08	Continuous Improvement Model	1000
Adopt, incorporate and implement the Secondary Math Pacing Guides as suggested by the Department of Math and Science into the Ponce de Leon Mathematics Curriculum Maps. Integration of these district guidelines will be used in order to improve instructional design and address FCAT Benchmarks.	PrincipalAssistant Principal for CurriculumMathematics Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Administer mathematics diagnostic test to all students via Edusoft in order to identify, provide and monitor individualized instruction where appropriate.	PrincipalAssistant Principal for CurriculumMathematics ChairpersonMathematic s Department Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Enroll six through eight grade FCAT Achievement Level 1 students into Intensive Mathematics, in addition to their mathematics classes.	PrincipalAssistant Principal for Curriculum	08/20/07	06/05/08	Continuous Improvement Model	35000
Implement grades six through eight FCAT Mathematics Spring Training Camp.	PrincipalAssistant Principal for CurriculumMathematics Department Chair	1/7/2008	2/29/2008	Academic Enrichment Opportunities	1000
Implement 5th Dimension Tutoring, a software based/online after school program, to assist and monitor students in all grade levels scoring in the lowest 25th percentile, as well as those students identified by the NCLB subgroups.	PrincipalAssistant Principal for CurriculumReading Coach	08/20/07	06/05/08	Academic Enrichment Opportunities	5500
Implement Saturday Academy for students in grades six through eight.	PrincipalAssistant Principal for CurriculumMathematics Teachers	10/6/2007	06/05/08	Academic Enrichment Opportunities	5500
Use manipulatives and instructional technology, such as Riverdeep, as teacher tools throughout all mathematics classes.	PrincipalAssistant Principal for CurriculumMathematics Department ChairMathematics Teachers	08/20/07	06/05/08	Education Innovation	0
Identify students who would benefit from Advanced and Gifted Mathematics classes based on the 2007 FCAT results and class performance. Assess and reassign students as needed. Monitor student performance to ensure appropriate progression.	PrincipalAssistant Principal for CurriculumMathematics Department Chair	08/20/07	06/05/08	Advanced Academics	0

### Research-Based Programs

CORE - Glencoe/McGraw SUPPLEMENT  
Riverdeep

### Professional Development



# School Improvement Plan 2007-2008



Provide staff development opportunities for all mathematics teachers through mentoring. Enhance staff instructional strategies through the modeling of lessons. Offer training in areas such as content cluster analysis, Riverdeep, and other existing resources. Provide training in the use of Edusoft.

## **Evaluation**

This objective will be evaluated by results of the 2008 FCAT Mathematics Test, as well as scores on the in-house pre-test/post-test. In addition, district interim mathematics assessments will provide formative data, which will be used to monitor progress towards the objective. Mathematics teacher lesson plans will be evaluated during PACES observations. Teachers will utilize Edusoft to monitor growth in their classrooms.

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

Ponce de Leon Middle School eighth grade students will increase writing skills.

### **Needs Assessment**

Results of the 2007 FCAT Writing Plus Test indicate that 80 percent of students in grade eight have met the State required mastery level. The same test results indicate that the students achieved higher levels of mastery when responding to a persuasive prompt (83% mastery) than when responding to an expository prompt (75% mastery).

### **NCLB Subgroup Target**

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



### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of one percent of students reaching the State required mastery level of 4.0 or higher on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer FCAT Writing pre/post tests to all students to determine student needs and modify instruction.	PrincipalAssistant Principal for CurriculumLanguage Arts Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize instruction and timed-practice drills twice a month by interchangeably using persuasive and expository writing prompts.	PrincipalLanguage Arts Department ChairLanguage Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize the English textbooks and student writing errors in order to develop mini-lessons on writing conventions.	PrincipalAssistant Principal for CurriculumLanguage Arts Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Provide writing instruction strategies using Facts, Incidents, Reasons, Examples, and Statistics (FIREs) to create, develop, and support student writing.	PrincipalLanguage Arts Department ChairLanguage Arts Teachers	08/20/07	06/05/08	Education Innovation	0
Use the FCAT Writing Test rubric in order to score student samples and to familiarize students with performance expectations and holistic scoring.	PrincipalAssistant PrincipalLanguage Arts Department ChairLanguage Arts TeachersContent Area Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct FCAT Writes Spring Training Camp.	PrincipalAssistant Principal for CurriculumLanguage Arts Department ChairLanguage Arts Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Provide teachers with training designed to support increased use of writing activities across the curriculum, with emphasis on expository and persuasive writing utilizing the FCAT Writing Process.	PrincipalAssistant Principal for CurriculumLanguage Arts Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Adopt, incorporate and implement the Secondary Language Arts Pacing Guides by the Department of Reading and Language Arts into the Ponce de Leon Language Arts Curriculum Maps. Integration of these district guidelines will be used in order to improve instructional design and address FCAT Benchmarks.	PrincipalAssistant Principal for CurriculumLanguage Arts Department Chair	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement Saturday Academy.	PrincipalAssistant Principal for CurriculumLanguage Arts Teachers	10/6/2007	06/05/08	Academic Enrichment Opportunities	5500

### Research-Based Programs

Language of Literature Series  
Write Traits Training

### Professional Development

Train all teachers in holistic scoring practices and monitor implementation through classroom observations. Provide professional growth opportunities through mentoring and training. Enable teachers to model effective writing practice lessons for their colleagues. Provide training for all teachers and parents in their home language on writing strategies for shared, guided, and independent writing activities.



# School Improvement Plan 2007-2008



## **Evaluation**

This objective will be evaluated by scores on the 2008 FCAT Writing Plus Test. District writing pre and post tests will be administered and will provide formative assessments, which will be used to monitor progress toward the objective.

## 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 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 process skills.

### **Needs Assessment**

Results of the 2007 FCAT Science Test indicate that only 36% of grade eight students scored at the state Achievement Level of 3 and above, which is seven percentage points higher than the District's average and two percentage points lower than the State's average. Eighth grade students at PDLMS correctly answered six items (43%) in Physical Science and Chemical Science, seven items (58%) in Earth and Space Science, seven items (54%) in Life and Environment and six items (50%) in Scientific Thinking. Analysis of this data demonstrates an apparent need for on-going assessments using FCAT style reviews, quizzes and exams to identify the students' ability to master the Sunshine Standards Science Benchmarks and address any weaknesses in required strands.

### Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in eighth grade will improve their science performance as evidenced by 50% of the students scoring at FCAT achievement Level 3 or higher on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Adopt, incorporate and implement the Secondary Science Pacing Guides for Comprehensive Science 1, 2, 3 and Earth & Space Science as suggested by the Department of Math and Science into the Ponce de Leon Science Curriculum Maps. Integration of these district guidelines will be used in order to improve instructional design and address FCAT Benchmarks.	PrincipalAssistant Principal for CurriculumScience Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Update and improve Science Curriculum Maps/Pacing Guides three times a year in Professional Learning Communities (PLCs) by grade level and/or subject formative data from interim assessments.	PrincipalAssistant Principal for CurriculumScience Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Develop Instructional Focus Calendars to cover all annually assessed Sunshine Standards Science Benchmarks and address any weaknesses in this area by grade level and/or subject. Interim assessments will provide formative data which will be used by teachers to collaborate on plans to update and align the Instructional Focus Calendars to meet student needs.	PrincipalAssistant Principal for CurriculumScience Department ChairScience Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Expand the use of the Riverdeep program as a resource of technology-based activities for science classes at all levels to promote higher level thinking skills, through student skill reinforcement and discovery activities.	PrincipalAssistant Principal for CurriculumScience Department ChairScience Teachers	08/20/07	06/05/08	Education Innovation	0
Expand the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) to include the Rutgers Univ. Institute of Marine and Coastal Sciences program Coastal Ocean Observation Laboratory (C.O.O.L. Classroom), a varied world-wide program using real-time and hands-on learning activities on collaborative projects, to support the connection between science and real-world applications.	PrincipalAssistant Principal for CurriculumScience Department ChairScience Teachers	08/20/07	06/05/08	Education Innovation	0
Implement and promote the use of the Interactive Student Edition of the textbook and FCAT Practice workbook for reinforcement of annually assessed SSS Benchmarks introduced in the classroom.	PrincipalAssistant Principal for CurriculumScience Department ChairScience Teachers	08/20/07	06/05/08	Education Innovation	0
The science and math departments will plan collaboratively to establish stronger correlations between curriculum maps to include emphasis on the interpretation of graphs and application of formulas in science problem solving.	PrincipalAssistant Principal for CurriculumScience Department ChairScience Teachers	08/20/07	06/05/08	Education Innovation	0
Improve the Science Engineering Communication Mathematics Enhancement (SECME) Program by increasing student membership and exposure to competitions where resolutions to real-life scenarios are encountered.	PrincipalAssistant Principal for CurriculumScience Department ChairScience Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	750
Conduct eight grade FCAT Science Spring Training Camp.	PrincipalAssistant Principal for CurriculumScience Teachers	1/7/2008	2/29/2008	Academic Enrichment Opportunities	1000
Implement Saturday Academy for sixth through eighth grade students.	PrincipalAssistant Principal for CurriculumScience Teachers	10/06/07	06/05/08	Academic Enrichment Opportunities	5500

### Research-Based Programs



# School Improvement Plan 2007-2008



Glencoe Florida Edition of Science Voyages  
Alliance+ program  
Riverdeep

## **Professional Development**

Provide teachers professional development on Student Performance Indicators (SPI) to analyze the results of the 2007 Science FCAT. Provide science teachers with the training on how to assess FCAT Benchmarks using the ExamView® capabilities offered by textbook publishers and conjunction with Edusoft® Assessment Management System. Offer Project CRISS (CReating Independence through Student-owned Strategies) training to all science department members. Provide science teachers with training to effectively incorporate the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) and include the Rutgers Univ. Institute of Marine and Coastal Sciences program 'Coastal Ocean Observation Laboratory' (C.O.O.L. Classroom). Expand training opportunities on the use of Riverdeep programs.

## **Evaluation**

This objective will be evaluated by the results on the 2008 FCAT Science Test. In addition, district interim assessments will provide formative data, which will be used to monitor progress towards the objective.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

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

### **Parental Involvement Statement**

In the 2007-2008 school year parent attendance will increase at Ponce de Leon Middle School parent events.

### **Needs Assessment**

Parents are the key to academic success. An assessment of attendance at parent events during the 2006-2007 school year reveal that 77 percent of parents attended. To achieve our academic goals, parents must become more involved in parent events. In the 2007-2008 school year, attendance at parent events will increase by five percentage points to 82 percent of parents attending.



### Measurable Objective

Given the assistance of Informed Families and the Community Involvement Specialist, the number of parents attending school sponsored events will increase from 77 percent in the 2006-2007 school year to 82 percent in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a marquee to notify parents of special events.	PrincipalAssistant Principal	08/20/07	06/05/08	Exchange Meaningful Information	0
Create, maintain, and distribute a monthly newsletter by Informed Families which will include PTSA information.	PrincipalAssistant Principal	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct monthly parental meetings to keep parents apprised of current and upcoming events.	PrincipalAssistant PrincipalCommunity Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Maintain an interactive PDLMS home page with PTSA information, e-mail access to administrators, faculty, and PTSA board members.	PrincipalAssistant PrincipalComputer Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Collaborate with Bilingual Parent Outreach Programs to provide workshops to LEP and immigrant parents in their native language.	PrincipalAssistant Principal for CurriculumESOL Department ChairReading Coach	08/20/07	06/05/08	Dual Language	0
Utilize ConnectEd to notify parents of upcoming events.	PrincipalAssistant Principal	08/20/07	06/05/08	Exchange Meaningful Information	0
Sponsor special area of interest events in ESOL, Gifted, International Baccalaureate, and magnet tours of the school, and Good Morning Magnet Parents! Breakfast meetings.	PrincipalAssistant Principal for CurriculumMagnet Lead Teacher	08/20/07	06/05/08	Improve Public Perception	1000
Conduct initial and midyear parent awareness nights.	PrincipalAssistant Principal for CurriculumReading Coach	08/20/07	06/05/08	Exchange Meaningful Information	500

### Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National Parent Teachers and Student Association.

### Professional Development

Not Applicable

### Evaluation

This objective will be measured by a five percentage point increase in parent attendance at Ponce de Leon Middle School sponsored events, as evidenced by sign in sheets.

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

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

### **Discipline & Safety Statement**

The number of student suspensions will decrease.

### **Needs Assessment**

Student safety is instrumental and key to achieving learning gains and strengthening academic achievement. In the 2006-2007 academic year the number of suspensions was 542. An analysis of these situations determined that fighting decreased the overall sense of student safety, parental satisfaction and added to a deterioration of the overall school climate.

### Measurable Objective

Given the implementation of the school-wide conflict resolution program, students in grades six through eight will utilize positive conflict resolution strategies as evidenced by a 5 percent decrease in the number of suspensions, from 542 in the 2006-2007 school year to 516 for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct mediation training for students in grades six through eight so students can be peer mediators and students can access mediators rather than resort to fighting.	PrincipalAssistant Principal for CurriculumStudent Services	08/20/07	06/05/08	Safe and High-quality Facilities	0
Maintain a school-wide reward system using passports for positive behavior.	PrincipalAssistant PrincipalsPositive Behavior Support Team	08/20/07	06/05/08	Safe and High-quality Facilities	2000
Implement the Ponce Explorer Nonviolent Initiative (PENI) activities throughout the school-year to promote awareness of peaceful conflict resolution methods.	PrincipalAssistant Principal for CurriculumTRUST Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Conduct a faculty training in order to teach the concept of positive behavior management.	PrincipalAssistant PrincipalPositive Behavior Support Team	08/20/07	06/05/08	Continuous Improvement Model	0
Maintain a school-wide club sponsored by the Non-Violence Project which will increase student knowledge of peaceful problem resolution and provide an environment to encourage a sense of ethical, social, and neighborhood responsibility.	PrincipalAssistant PrincipalTRUST counselor	08/20/07	06/05/08	Safe and High-quality Facilities	0
Utilize ConnectED to reduce truancy incidents by increasing parent communication.	PrincipalAssistant Principal	08/20/07	06/05/08	Truancy Prevention	0

### Research-Based Programs

N/A

### Professional Development

Teachers and administrators will be trained in the effective implementation of the Positive Behavior Support process.

### Evaluation

In the 2007-2008 academic year, PDLMS will have less than 517 suspensions, reflecting a 5 percent decrease as measured by COGNOS.

## Technology Goal

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

#### *Florida Education Priorities*

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

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

### **Technology Statement**

Provide students with opportunities to actively utilize technology and facilitate their usage of electronic resources.

### **Needs Assessment**

Before the completion of grade eight, at least 75 percent of the students are to reach technology literacy standards as described by the National Educational Technology Standards for Students (NETS\*S) by attaining levels of performance indicators as referred to under six broad categories: basic operations and concepts, social, ethical and human issues, technology productivity tools, technology communications tools, technology research tools, and technology problem-solving and decision-making tools.

### Measurable Objective

Given the use of effective technology integration, at least 75 percent of eighth grade students will create a technology rich interdisciplinary project that reflects mastery of the six broad categories: basic operations and concepts, social, ethical and human issues, technology problem-solving and decision-making tools.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate and implement the NETS*S standards into the Ponce de Leon curriculum maps in all subject areas. Integration of NETS*S standards will be used in order to improve instructional design and address required levels of performance under the framework of technology literacy.	PrincipalAssistant Principal for CurriculumDepartment Chairs	08/20/07	06/05/08	Education Innovation	0
Promote the use of the online resources available from the textbook publishers for the core subject areas. Online resources include the Internet to deliver standards-based, interactive learning and review modules that feature content, streaming video, simulations, animations and a series of interactive assessments with feedback for the students and teachers.	PrincipalAssistant Principal for CurriculumDepartment Chairs	08/20/07	06/05/08	Education Innovation	0
Implement the NETS*S standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.	PrincipalAssistant Principal for CurriculumDepartment Chairs	08/20/07	06/05/08	Education Innovation	0
Expand the use of the Riverdeep program as a resource of technology-based activities at all levels to promote higher level thinking skills, through student skill reinforcement and discovery activities.	PrincipalAssistant Principal for CurriculumDepartment Chairs	08/20/07	06/05/08	Education Innovation	0
Expand the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) to include the Rutgers University Institute of Marine and Coastal Sciences program 'Coastal Ocean Observation Laboratory' (C.O.O.L. Classroom), a varied world-wide program using real-time and hands-on learning activities on collaborative projects, to support the connection between science and real-world applications.	PrincipalAssistant Principal for CurriculumDepartment Chairs	08/20/07	06/05/08	Education Innovation	0
Implement the use of TechCONNECT for the development of students' computer skills as they reinforce basic language arts, math, science and social studies concepts. TechCONNECT provides a solution for incorporating technology in the classroom to fulfill No Child Left Behind (NCLB) requirements as directed by the NETS*S standards.	PrincipalAssistant Principal for CurriculumDepartment Chairs	08/20/07	06/05/08	Education Innovation	0
Purchase 30 computer stations in order to further develop technology integration into the school curriculum.	PrincipalAssistant Principal for CurriculumComputer Specialist	08/20/07	06/05/08	Education Innovation	30000

### Research-Based Programs

Riverdeep program  
Alliance+

### Professional Development



# School Improvement Plan

## 2007-2008



Provide teachers with professional development on Student Performance Indicators (SPI) to analyze the results of the 2007 FCAT in related subject areas. Provide teachers with professional development in the use of ExamView® offered by textbook publishers in conjunction with the Edusoft® Assessment Management System. Implement teacher training to focus on the National Educational Technology Standards for Students' (NETS\*S) definition of the fundamental concepts, knowledge, skills, and attitudes for applying technology in an educational setting and the NETS\*S standards. These standards will serve as guidelines or planning technology-based activities in which students achieve success in learning, communication and life skills that will transfer to the critical thinking skills necessary for the FCAT. Provide teachers with training to effectively incorporate the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) to promote interdisciplinary/collaborative projects using real time data. Expand training opportunities on the use of Riverdeep programs.

### **Evaluation**

This objective will be evaluated by the percentage of eighth grade students who complete a technology rich interdisciplinary project, either individually or cooperatively.



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

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#### *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 number of students passing the Physical Fitness Test (FITNESSGRAM) will increase.

### ***Needs Assessment***

Physical Fitness is imperative to both a child's health and the educational program offered at Ponce de Leon Middle School. An analysis of the 2006-2007 Physical Fitness report shows that 40 percent of the students met the minimum health-related standard.

### Measurable Objective

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six and seven will pass the Physical Fitness Test (FITNESSGRAM), as evidenced by a ten percentage point increase in the numbers of students achieving this goal in the 2007-2008 school year to 50 percent when compared to the 2006-2007 school year at 40 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to participate in intramural competitions before and after school as a motivational tool to increase student physical fitness.	PrincipalAssistant PrincipalPhysical Fitness Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	2500
Provide quarterly incentives for students showing progress in physical education.	PrincipalAssistant PrincipalPhysical Fitness Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	500
Conduct pre-test and post-test sessions. Results of these exams will show student area of success and need for improvement.	PrincipalAssistant PrincipalPhysical Fitness Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct quarterly practice exams in physical education classes.	PrincipalAssistant PrincipalPhysical Fitness Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct physical education department meetings where best practices are shared and individual goals are set for each class and individual child.	PrincipalAssistant PrincipalPhysical Fitness Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide sixth grade students with Middle Moves transitional curriculum to offer them more successful transition into middle school.	PrincipalAssistant PrincipalPhysical Fitness Teachers	08/20/07	06/05/08	Secondary School Reform	0
Instill a sense of responsibility in students for their own well being and for their physical health in accordance with the curriculum established by the IBMYP.	PrincipalAssistant PrincipalPhysical Fitness Teachers	08/20/07	06/05/08	Advanced Academics	0

### Research-Based Programs

Supplemental: Middle Moves

### Professional Development

Teachers will attend International Baccalaureate Middle Years Programme training.

### Evaluation

Given the need for Physical Fitness, the Physical Fitness Test (FITNESSGRAM) will be used to determine student success and need for improvements. Results from a school developed pre-test and post-test will be used to monitor progress towards the objective and modify instruction accordingly.

## 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 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"/>

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

Ponce de Leon Middle School will align local and state curriculum standards with the prescribed International Baccalaureate Middle Years Programme which will facilitate the increase of student enrollment in technology, fine arts and electives in order to develop the whole child.

### **Needs Assessment**

A review of the current curricular trends reveal that electives and magnet program enrollment has declined due to state mandates requiring students in the lowest quartile to enroll in a developmental reading and/or mathematics course in lieu of an elective(s).

### Measurable Objective

The number of students enrolled in technology, fine arts, and other elective classes will increase by 5%, from 929 to 975 students as evidenced by data derived from the 2007-2008 master schedule, as compared to the 2006-2007 master schedule.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Attend weekly subject area meetings to address needed changes and additions to the curriculum.	PrincipalAssistant Principal for CurriculumMagnet Lead Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Attend in-house IBMYP workshops.	PrincipalAssistant Principal for CurriculumMagnet Lead Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Arrange teacher workshops in the Middle Years Programme with the assistance of Magnet Schools and Parental Options.	PrincipalAssistant Principal for CurriculumMagnet Lead Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct conference with the Magnet Lead Teacher and the IBMYP teachers to align the curriculum maps to IBMYP standards.	PrincipalAssistant Principal for CurriculumMagnet Lead Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Assess the curriculum maps at PDLMS.	PrincipalAssistant Principal for CurriculumMagnet Lead Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Create and align electives with the state, district, and IBMYP standards.	PrincipalAssistant Principal for CurriculumMagnet Lead TeachersDepartment Chairs	08/20/07	06/05/08	Continuous Improvement Model	0
Attend IBMYP Level I and Level II workshops.	PrincipalAssistant Principal for CurriculumMagnet Lead Teacher	08/20/07	06/05/08	Continuous Improvement Model	30000
Provide activities related to technology, fine arts, and IBMYP standards.	PrincipalAssistant Principal for CurriculumMagnet Lead TeacherElective Teachers	08/20/07	06/05/08	Education Innovation	0

### Research-Based Programs

N/A

### Professional Development

Provide members of the school scheduling team with training designed to enhance the electives and the International Baccalaureate Middle Years Programme.

### Evaluation

This objective will be measured once the final review and visit for full accreditation by the International Baccalaureate Middle Years Programme Organization transpires and also by ITS reports, the master schedule, and recruitment logs.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Ponce de Leon Middle School will improve its ranking in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2004-2005, Ponce de Leon Middle School ranked at the 69th percentile on the State of Florida ROI index.

### Measurable Objective

Ponce de Leon Middle School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in the 2004-2005 school year to the 70th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	PrincipalAssistant Principals	08/20/07	06/05/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	PrincipalAssistant Principals	08/20/07	06/05/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	PrincipalAssistant Principals	08/20/07	06/05/08	Business Process Redesign	0
Provide information for stakeholders to become more informed about the use of financial resources in relation to school programs.	PrincipalAssistant Principals	08/20/07	06/05/08	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

Provide opportunities for all stakeholders to acquire information regarding financial resources. Provide all stakeholders with information about grant opportunities that will financially support academic goals.

### Evaluation

On the next State of Florida ROI index publication, PDLMS will show progress toward the 70th percentile.

### Other Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Other Statement**

**Needs Assessment**



# School Improvement Plan 2007-2008



## Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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### Research-Based Programs

### Professional Development

### Evaluation



**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:**

EESAC will consider allocating funds to school sponsored activities if it is determined that they will further advance the academic goals of PDLMS. Matters regarding the budget and finances are consistently discussed at the EESAC meetings.

**Training:**

The EESAC recommends that EESAC members be provided Teacher Education Center (TEC) credit for EESAC participation. EESAC continues to support the concept of staff development occurring outside of classroom time. Teachers participating in staff development generally do so on Saturdays, early release days and approved district workshops, providing them with stipend pay.

**Instructional Materials:**

The EESAC recommends the appropriation of monies for the purchase of Student Academic Portfolios, the duplicating of FCAT pre/post test materials, and supplies for the student mediation program.

**Technology:**

The EESAC recommends the continued infusion of instructional technology through the purchasing of emerging technologies and software applications to support on-going student achievement. Currently, we have over 500 student stations on the school-wide network with Internet connectivity.

**Staffing:**

The EESAC recommends that issues relevant to staff are discussed at EESAC meetings. EESAC membership should remain consistent with student enrollment fluctuations and staffing needs. Preservice teachers from the University of Miami assist teachers in the delivery of classroom instruction.

**Student Support Services:**

The EESAC recommends the continuation of an after school extended library hours program, in which volunteers assist students on a one-to-one basis. Students who do not meet State Standards and are in need of remediation are selected to receive this service. The service is intended to improve reading and mathematics scores as stated in our School Improvement Plan.

**Other Matters of Resource Allocation:**

The EESAC recommends the development of a student incentive program in order to motivate students to perform well on standardized tests.

**Benchmarking:**



# School Improvement Plan 2007-2008



The EESAC recommends the frequent review of the School Improvement Plan (SIP) to determine progress. It is a permanent agenda item for all EESAC meetings. All stakeholders are invited to our meetings to provide updates on specific objectives.

## **School Safety & Discipline:**

The EESAC recommends that stakeholders raise concerns and make suggestions at meetings as they relate to student safety and discipline as well as invite speakers to present on school safety issues.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	13600
Mathematics	65000
Writing	6500
Science	7250
Parental Involvement	1500
Discipline & Safety	2000
Technology	30000
Health & Physical Fitness	3000
Electives & Special Areas	30000
Return On Investment	0
<b>Total</b>	<b>158850</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*