

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Southwood Middle School (6861)

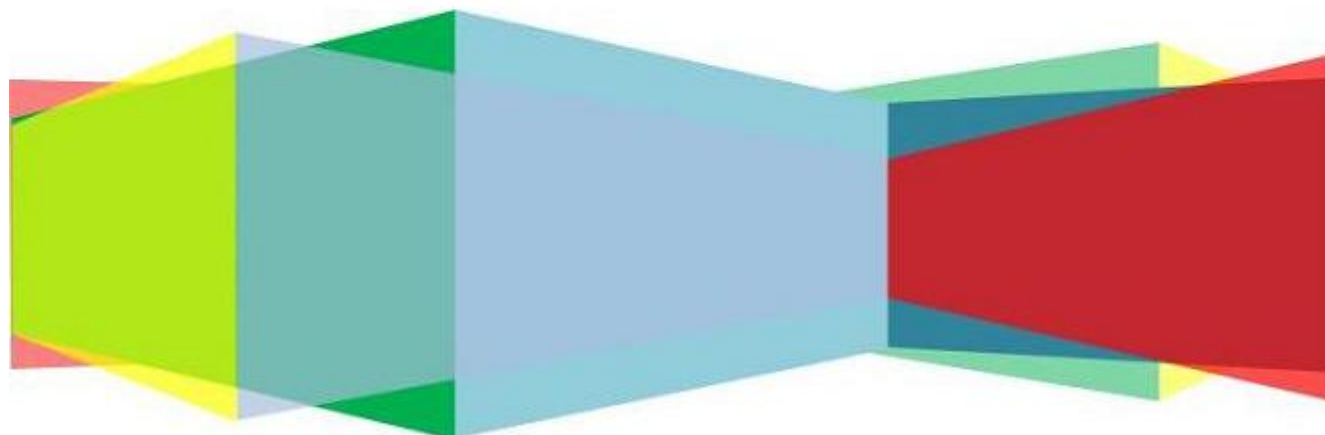
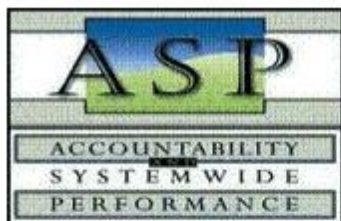
Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Deborah Leal

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Southwood Middle School, located in a residential community of South Miami-Dade County, provides educational opportunities for students in grades six, seven, and eight. The ethnic/racial makeup of the student population is 39 percent Hispanic, 31 percent Anglo, 21 percent African-American, nine percent Asian, Indian, and multiracial. As the first magnet school in Miami-Dade County, and a Magnet Schools of America Award recipient, Southwood specializes in the visual and performing arts while serving the many cognitive and affective needs of a varied student population. This program offers talented students from the school's target area a special opportunity to develop their gifts in the areas of music, photography, fine arts, drama, and dance. Approximately 40 percent of the school's population is from the school's magnet target area which extends beyond the school's regular boundaries.

The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to maintain the school's reputation as one of Miami-Dade County's finest. The EESAC, along with the faculty, staff, and administration of Southwood Middle School, have reviewed student achievement and conducted a needs assessment across the curriculum. This assessment has led to the development of the following School Improvement Plan goals for the 2007-2008 school year:

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 80% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Students with Disabilities will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 76% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Black will improve their mathematics skills as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Economically Disadvantaged will improve their mathematics skills as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Students with Disabilities will improve their mathematics skills as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

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

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders, the amount of parental participation in school functions, activities, and workshops will increase by 2%, as evidenced by comparing parent participation and volunteer logs for the 2006-2007 and 2007-2008 school years.

Given participation in a school-wide Assertive Discipline program, the 2007-2008 student outdoor suspensions will decrease by 5% when compared to the outdoor suspension rate from 2006-2007.

Given an emphasis on the use of technology in education, the number of teachers participating in technology training workshops will increase by 5%, as evidenced by comparing teacher participation logs for the 2006-2007 and 2007-2008 school years.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 6-8 enrolled in Physical Education will improve their physical fitness level as evidenced by 60% of the students scoring a Gold or Silver award rating on the 2008 administration of the FITNESSGRAM test.

By enhancing and augmenting the magnet recruitment strategies, the student population will increase in diversity as compared to the present magnet population, as evidenced by the 2008 Magnet Acceptance List Report when compared to the 2007 report.

Southwood Middle School will improve its ranking on the State of Florida ROI index publication from the 93rd percentile to the 94th percentile on the next publication of the index.



School Improvement Plan 2007-2008



Southwood Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the EESAC. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Based on the results of the Organizational Performance Improvement Snapshot survey, Southwood Middle School has identified a few issues concerning our education design and strategic planning that we must explore and challenge further. According to responses in item 6a., identified as education design, leaders need to make sure the staff feel they have the resources necessary to do their job. In the area of strategic planning, item 2a., the ideas of our staff regarding future plans need to be considered.

Many students from the economically disadvantaged area seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already instructed. Through the use of FCAT Enhancement funds, we will provide an after-school tutorial program to support students in their academic pursuits. Additionally, EESAC will provide funding for an activity bus to provide transportation to those students who wish to stay for after-school tutoring or academic and special interest clubs.

In reviewing our strategic planning issues, we found that for the most part, faculty and staff feel that they are included and involved in the development of goals and objectives, but they sometimes feel as if they are functioning in isolation. To improve this, we will expand and promote opportunities for exchange of information and knowledge among all stakeholders. We will provide opportunities during department meetings and subject specific inservices during early dismissal days, as well as provide professional growth teams for all staff members. Additionally, we will offer professional development on data analysis and infusing technology into the curriculum.



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.

6861 - SOUTHWOOD MIDDLE SCHOOL

VISION

Southwood Middle School strives to forge a partnership with society in order to build a community of learners who are well prepared to meet the challenges of a technologically advanced work force. In order to do so, the school offers its diverse population an intellectually stimulating curriculum in a culturally rich and accepting environment. Ultimately, students will develop a sense of respect for the individual rights of others while developing their own sense of self.

MISSION

Southwood Middle School, Center for the Arts, is committed to preparing today's students to become productive, responsible, and self-reliant citizens ready to meet the challenges of tomorrow's technological and multicultural society.

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.

School Demographics

Southwood Middle School provides an educational program based on the Sunshine State Standards and the Competency-Based Curriculum for students in grades six, seven, and eight. The school houses Miami-Dade County's first Magnet Program for the Arts, and is a Magnet Schools of America Award recipient. (The school has won countless local and national awards.) This program offers talented students from the school's target area a special opportunity to develop their gifts in the areas of music, photography, fine arts, drama, and dance. Southwood Middle School provides students with advanced, honors, and Gifted classes, in core academic areas. Some of these students are eligible for high school credit in areas such as, Algebra 1 Honors, Earth/Space Science, Geometry Honors, Spanish and French. Southwood also provides services to students with special needs, which include emotionally handicapped, educable mentally handicapped, learning disabled, and other health impaired students. Additionally, students that scored a Level 1 and 2 on their 2007 FCAT Reading subtest were placed in an Intensive Reading or Intensive Reading plus elective. The school's extensive technology offers students, faculty, and parents the facilities to use the Internet and the latest technological advances to extend learning at the school site and at home. Currently, there is at least one computer in each classroom, two labs for teachers, including two portable lap-tops for classroom use. Student services are provided to address students' cognitive and affective needs. They offer peer mediation, Project Wisdom, ongoing TRUST support/counseling groups, mentoring, and other services. Southwood Middle School is located in a residential community on approximately 18 acres in the south end of Miami-Dade County. We provide educational opportunities for a total population of approximately 1,700 students in grades six, seven, and eight. The school is housed in one, two-story building and a nine classroom modular building. Forty percent of the school's population is from the school's magnet target area which extends beyond the school's regular boundary. The ethnic/racial makeup of the total student population is 39 percent Hispanic, 31 percent Anglo, 21 percent African-American, nine percent Asian, Indian, and multiracial. Presently, 20 percent of the student population participates in the free lunch program and approximately five percent of the students receive lunches at a reduced price. The school is comprised of students from relatively middle to high socio-economic families, while a smaller percentage of the student body represents the low to middle socio-economic strata of society. The school employs 130 full-time staff members and 23 part-time staff members. Of this group, four are administrators, 66 are classroom teachers, 18 are exceptional student teachers (including Gifted), six are student services personnel, 10 are clerical employees, nine are full-time security monitors, 13 are cafeteria workers, and eight are custodial service workers. The ethnic/racial make-up of the faculty is 44 percent Anglo, 26 percent Hispanic, 29 percent African-American, and 1 percent Asian, Indian, and multicultural. Approximately 54 percent of the faculty has obtained a post graduate degree and five teachers hold National Board Certification. Of the instructional staff, approximately 21 percent are considered to be in leadership roles. Presently, the school has instructional openings in the areas of language arts, mathematics, and science. The school does meet the Class Size Reduction mandate with a 1:21.37 ratio. More specifically, the grade 6 class size ratio is 1 to 28, the grade 7 is 1 to 25, and the grade 8 is 1 to 26. The faculty and parents, along with the Educational Excellence School Advisory Council, work together to maintain the school's reputation as one of Miami-Dade's finest.

The school's student attendance rate improved from the previous school year from 95.65 to 95.95, partially due to a popular quarterly incentive program sponsored by the school's administrative team and a yearly incentive program sponsored by School Board Member, Ms. Evelyn Greer. The percentage of students retained in the 2006 – 2007 school year increased to 2.3 percent compared to 1.05 percent the previous year. This increase is primarily due to the District and State mandates detailed in the Student Progression Plan.

The school enjoys a strong partnership with stakeholders including the business community. The school's Dade Partners Program includes over 20 active partnerships. Dade Partners sponsor such events as "Southwood Diary Queen Night," attendance incentive contests, BJ's membership gift program, and many other events throughout the school year.

School Foundation

Leadership:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.3. Based on these results, it is evident that the faculty and staff are pleased with the leadership of the school and the direction for the year. These results showed that they are happy with their positive working environment and feel included in the day-to-day operations of the school. They know the school's vision and mission and what Southwood is trying to accomplish.

District Strategic Planning Alignment:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.1. Based on these results, Southwood will create a learning community comprised of all stakeholders so they may share their ideas for the future growth of the school. Faculty and staff feel that they are included and involved in the development of goals and objectives.

Stakeholder Engagement:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.3. Based on these results, it is evident that our faculty and staff are aware of students' needs and communicate with students and parents, alike. Teachers feel it's important to communicate frequently with parents in order to assist with their needs and concerns. They tend to communicate with parents immediately to curtail any negative issues, concerns, or perceptions.

Faculty & Staff:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.1. Based on these results, it is evident that Southwood enjoys a healthy level of collegiality and camaraderie. Faculty and staff cooperate and work well as a team. As a middle school, we firmly believe in the middle grade philosophy and have teams and team building activities, for both teachers and students. Additionally, at the beginning of every year, all beginning teachers are paired with a mentor teacher within their department and grade level. They are also assigned to a Professional Growth Team to begin long range planning and complete short term goals. Additionally, every 1st Tuesday of the month, all beginning teachers must attend mini workshops to discuss various issues, such as, gradebook and classroom management and Back to School Night. Department chairpersons and team leaders are also instrumental in beginning teachers' professional growth, by observing their classes and giving constructive feedback on his/her observations. Finally, beginning teachers are sent to as many inservice trainings sessions as possible to assist with their professional development.

Data/Information/Knowledge Management:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.4. Based on these results, Southwood enjoys a high degree of knowledge and ability in utilizing data to monitor progress, with both student achievement and teaching needs. Teachers know how to measure the quality of their work and routinely analyze it to see if changes are needed.

Education Design:



School Improvement Plan

2007-2008



As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.0. Based on these results, faculty and staff feel confident in the processes involved in their work. They get resources needed and collect information routinely in order to assist them in monitoring their level of performance with regard to student achievement and comprehension. Southwood currently participates in the 8-step Continuous Improvement Model that is a data-driven, decision-making model for adapting instruction. We will begin the year by disaggregating the data (by school, by classroom, by subject, and by student). Additionally, each department will analyze their scope and sequence and develop a timeline and instructional focus calendar to address the tested benchmarks. Using state-adopted materials, focused benchmark lessons will be delivered in the classroom. Additionally, mini-assessments will be frequently used to determine mastery of the instructional program. Based on the outcomes of these assessments, students who do not master the assessed benchmarks will be provided additional tutorials as part of the instructional program. Conversely, students who do master the assessed benchmarks will be provided enrichment experiences as part of the instructional program. Teachers will be provided professional development opportunities via online or through publisher training sessions. Finally, the leaders of the school will closely monitor the instructional delivery in the classroom in order to make adjustments whenever necessary, using common planning and professional development for all staff.

With regard to extended learning opportunities, methods of meeting our student needs are carefully analyzed and selected. Students' academic progress is monitored by teachers, parents and students to determine if additional support is needed. Based on the sub-groups addressed in NCLB that did not make Adequate Yearly Progress, new programs have been initiated to provide academic support. They include academic tutoring available before or after school, extended Media Center hours to accommodate after-school tutoring, a mandatory FCAT Reading Intensive and Intensive Plus program for all Level 1 and 2 students, and our pull-out math program used with our Level 1 students.

Performance Results:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.0. Based on these results, it is evident that faculty and staff feel that our school sets high standards and behaves ethically in every facet of the program. The staff is very satisfied with their job, school and the community we serve. Because of this, students, teachers, and parents make Southwood one of the most important components in their lives. This ensures an overall quality and academic excellence in both teachers and students.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

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 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

Different Innovative Approaches to Instruction

This guiding principle is addressed in the following sections: Reading Strategies, Mathematics Strategies and Science Strategies.

Responsibility of Teaching Reading for Every Teacher

This guiding principle is addressed in the following section: Reading Strategies.

Quality Professional Development for Teachers and Leaders

This guiding principle is addressed in the following sections: Professional Development Headings under the Reading, Writing, Mathematics, Parental Involvement, Science and Technology sections.

Small Learning Communities (SLC)

This guiding principle is addressed in the following sections: Reading Strategies and Mathematics Strategies.

Intensive Intervention in Reading and Mathematics

This guiding principle is addressed in the following sections: Mathematics Strategies and Reading Strategies.

Course Choice Based on Student Goals / Interests / Talent

This guiding principle is addressed in the following sections: Parental Involvement Strategies, Electives and Special Areas Strategies.

Master Schedules Based on Student Needs

This guiding principle is addressed in the following section: Electives and Special Areas Strategies and Parental Involvement Strategies.

Parental Access and Support

This guiding principle is addressed in the following section: Parental Involvement Strategies.

Applied and Integrated Courses

This guiding principle is addressed in the following section: Reading Strategies and Parental Involvement Strategies.

Academic and Career Planning

This guiding principle is addressed in the following sections: Parental Involvement Strategies and Special Areas and Electives.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Reading achievement will improve in order to meet state and federal requirements.

Needs Assessment

Analysis of the 2007 FCAT Reading data indicate that 77% of our students scored at Level 3 or above in reading, 60% of our students made learning gains, and 61% of the lowest quartile made adequate progress. While these figures are within adequate progress range, an assessment of data reveals that 22% of our overall student population scored at Level 1 or 2 on the FCAT Reading subtest (139 – Grade 6, 132 – Grade 7, 114 – Grade 8). Special interventions targeting regular level and SPED classes will need to be employed in order to reach these students. Analysis of the specific cluster data indicates that all reading content clusters are at or above 64% for all grade levels. Students in grade 8 did equally well on the Words/Phrases, Main Idea/Purpose and Causal Relationships and Comparisons subgroups. The area of need for students in grade 8 is in applying Reference/Research skills. Students in Grade 7 excelled in the areas of Main Idea/Purpose and identifying Causal Relationships and Comparisons, with the areas of need being Reference/Research and Words/Phrases. Students in grade 6 were most successful in applying Reference and Research skills and clearly need assistance in identifying Causal Relationships and Comparisons. Further assessment revealed a need for teacher collaboration, common planning times, and professional development which entails the following: collaboration on scope and sequence, infusing reading skills across the curriculum into the content areas, and standardizing the use of selected CRISS strategies across the curriculum, data analysis, and technology skills.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 80% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Reading subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Students with Disabilities will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue the use of rubrics and multi-modal strategies by teachers in all subject areas in order to familiarize students with performance expectations and holistic scoring, and alternative assessments.	Assistant Principal, Department Chairpersons, Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Continue to implement and support the requirements of the District Comprehensive Research-Based Reading Plan and the Middle School Rigorous Reading Requirement across all academic disciplines, with an emphasis on guided reading instruction utilizing support material which emphasizes information-based and non-fictional reading passages to enhance comprehension and vocabulary.	Assistant Principal, Department Chairpersons, Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Utilize data and grades to identify high achieving students who should attempt honors and advanced level courses.	Department Chairpersons, Teachers	8/20/2007	5/30/2008	Advanced Academics	0
Simulate FCAT-type reading questions on weekly and unit tests to establish familiarity and acquire skills with the SSS tested benchmarks in reading and using "12 Words to Know" during weekly FCAT Blitz exercises.	Assistant Principal, Department Chairpersons, Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Utilize FCAT Explorer program for all Level 1 and 2 students and Academy of Reading for Level 1 and SPED students needing additional phonemic awareness instruction to strengthen reading comprehension skills and help to close the achievement gaps among subgroups designated in No Child Left Behind.	Language Arts Department Chairperson, Reading Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Train all content area teachers to use Student Performance Indicators (SPI) to identify strengths and weaknesses in individual students and use this data to drive instruction and monitor progress as part of our Continuous Improvement Model.	Assistant Principal, Department Chairpersons, Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide opportunities for students to attend after-school tutorial sessions for FCAT remediation utilizing benchmark specific test bank items created from the Edusoft program targeting test subgroups.	Assistant Principal, Selected teachers	9/4/2007	5/22/2008	District-wide Literacy Plan	7500

Research-Based Programs

Core curricula are Prentice Hall Literature, Academy of Reading, FCAT Explorer and Read 180. Additional resources include Accelerated Reader and Read XL by Scholastic.

Professional Development

Reciprocal Teaching Strategies; Rubrics in the Classroom; Middle School Task Questions Cards; CRISS Strategies to be utilized in all content areas, Data Analysis, Linking Data to Instruction, Differentiated Instruction, Curriculum Mapping and Alignment, Student Performance Indicators (SPI) Training, Edusoft Training, Riverdeep.

Evaluation

The 2008 Florida Comprehensive Assessment Reading Test score reports will indicate the percentage of students scoring at or above Level 3 in reading. Additionally, the District's Interim Assessments, Florida Oral Reading Fluency (FORF) assessments and Gates-MacGinitie pre and post-test will be used to monitor progress. Student grade reports will be analyzed and monitored, as well.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Mathematics achievement will improve in order to meet state and federal requirements.

Needs Assessment

Analysis of the 2007 FCAT Mathematics data indicates that 75% of our students scored at Level 3 or above in mathematics and 74% of our students made learning gains. While both of these figures are well within adequate progress range, a study of data disaggregated by subgroups uncovered an area of need in the subgroup identified as Black, where 48% scored at or above grade level in Mathematics. Additionally, assessment of the data reveals that 29% of our overall student population scored at Level 1 or 2 on the FCAT Mathematics subtest (194 – Grade 6, 163 – Grade 7, 146 – Grade 8). Special interventions targeting regular level and SPED classes will need to be employed in order to reach these students. For all grade levels, the five mathematics content clusters are at or above 50%. Data reveal that students in grade 8 experienced success in the content area of number sense, while requiring additional support in the areas of geometry and algebraic thinking skills. Students in grade 7 performed equally well in the number sense, algebraic, and data analysis clusters, while experiencing difficulty with the measurement content cluster. Students in grade 6 are experiencing success in the geometry and data analysis content areas while requiring further assistance in the algebraic thinking skills content area. Further assessment revealed that professional development is needed in the areas of data analysis and subsequent modification of instructional strategies, reinforcement of reciprocal teaching strategies, collaboration on scope and sequence and uniformity of assessment practices.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 76% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Black will improve their mathematics skills as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Economically Disadvantaged will improve their mathematics skills as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as Students with Disabilities will improve their mathematics skills as evidenced by 62% of the students scoring at or above Level 3 on the 2008 administration of the FCAT Mathematics subtest.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize ASMuD (Add, Subtract, Multiply & Divide) Problem of the Day and FCAT- style warm-ups in order to strengthen computational and higher-order critical thinking skills.	Math Teachers, Department Chairperson	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize calculators in all 7th and 8th grade classes to increase students' proficiency.	7th and 8th Grade Math Teachers, Department Chairperson	8/20/2007	5/30/2008	Other/ Not Applicable	0
Create after-school tutorials culminating in an FCAT Blitz activity two weeks prior to the administration of FCAT targeting Level 1 and 2 students to help close the achievement gaps among subgroups designated in NCLB.	Math Teachers, Department Chairperson	8/20/2007	5/30/2008	Secondary School Reform	7500
Provide teachers with training in data analysis, Student Performance Indicators (SPI), Riverdeep and Edusoft to support their curriculum as it relates to the utilization of technology and multi-modal instructional strategies in the classroom, specifically targeting all NCLB subgroups.	Assistant Principal, Math Department Chairperson, Math Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize statistical analysis of the FCAT results available through the District's Information Clearinghouse to identify strengths and weaknesses in individual students and use this data to drive instruction and monitor progress as part of our Continuous Improvement Model.	Assistant Principal, Math Department Chairperson, Math Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Simulate FCAT-type mathematics questions on unit tests and semester exams to establish familiarity and acquire skills with the SSS tested benchmarks in math, with an emphasis on geometry and algebraic thinking.	Math Teachers, Department Chairperson	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize data and grades to identify high achieving students who should attempt honors and advanced level courses.	Department Chairpersons, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide FCAT Explorer computer access to target NCLB subgroups.	Math Teachers, Assistant Principal, Department Chair	08/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Core curricula are Glencoe Math Applications and Concepts Courses 1-3, Glencoe Pre-Algebra, Glencoe Algebra 1, Glencoe Geometry, and FCAT Explorer.

Professional Development

Reciprocal Teaching Strategies, CRISS Strategies, Data Analysis, Linking Data to Instruction, Differentiated Instruction, Curriculum Mapping and Alignment, Student Performance Indicators (SPI) Training, Use of Manipulatives.

Evaluation



School Improvement Plan 2007-2008



The 2008 Florida Comprehensive Assessment Mathematics Test score reports will indicate the percentage of students scoring at or above Level 3 in mathematics. For benchmarking purposes, the District's Interim Assessments will be administered twice prior to the FCAT as evaluation tools to diagnose and monitor student progress, including the students attending the tutorial program. Student grade reports will be analyzed and monitored, as well.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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"/>

Writing Statement

Writing scores will improve in order to meet state and federal requirements.

Needs Assessment

Analysis of the 2007 FCAT Writing+ data indicates that 97% of grade 8 students met high standards. Additionally, an assessment of data reveals that only 10% of our students in grade 8 scored below 4.0 on the FCAT Writing+. Data reveals that grade 8 students scored slightly higher on the expository prompt, 4.7, versus a 4.6 on the persuasive prompt. Analysis of classroom writing samples also reveals that students in grades 6 and 7 require further instruction on differentiating between persuasive and expository writing. Instruction beyond the formulaic five-sentence paragraph is needed, such that students learn to infuse “voice” into their writing, as prescribed by the FCAT Writing Image CD.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize instruction and timed-practice drills twice a month by interchangeably using persuasive and expository writing prompts.	Language Arts Department Chairperson, Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
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 Image CD and other materials.	Assistant Principal, Language Arts Department Chairperson, Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Continue to use the FCAT rubric in order to score student samples and familiarize students with performance expectations and holistic scoring in order to monitor progress as part of our Continuous Improvement Model.	Language Arts Department Chairperson, Language Arts Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Utilize student writing errors to develop mini-lessons when teaching grammar.	Language Arts Department Chairperson, Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Continue writing instruction strategies using developmental approaches, such as "FIRES," figurative language and sensory details to create, develop and support student writing lessons in organizational techniques.	Language Arts Department Chairperson, Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize Prentice Hall Timeless Themes/Timeless Voices Textbook to increase awareness and identification of "voice" in student writing and literature.	Language Arts Department Chairperson, Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Train faculty on use of peer editing techniques across the curriculum to give students an awareness of FCAT rubric scoring.	Assistant Principal, Department Chairperson, Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0

Research-Based Programs

Core curricula are FCAT Writing Image CD, Prentice Hall Timeless Themes/Timeless Voices, and NCTE Writing Standards.

Professional Development

The Writing Institute, Reciprocal Teaching Strategies, the Writing Process and Rubrics Scoring, CRISS Training, Student Performance Indicators (SPI) Training, Peer Editing Techniques.

Evaluation

The 2008 FCAT Writing+ will indicate the percentage of students demonstrating skill proficiency in writing, as evidenced by 90% or more of the students meeting high standards on the 2008 FCAT Writing+. For benchmarking purposes, the District's Writing Pre-Progress-Post tests will be administered and guide instruction.

Science Goal

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

Florida Education Priorities

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

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Science Statement

Science scores will improve in order to meet state requirements.

Needs Assessment

An assessment of the 2007 FCAT science data reveals that Southwood Middle School has one of the highest mean scale scores for middle schools in Miami-Dade County, with 54% of the students scoring at Level 3 or above. Additionally, scores in all four content areas were above the county means. On average, students were best able to answer scientific thinking questions, as well as, earth and space science questions. The greatest need appears to be in the content area of physical and chemical science; only 43% of our students achieved mastery in this content area. This analysis of student performance data indicates a need for more opportunities to learn that matter can be described, classified, and compared. Students using computer models to learn and apply the skills necessary could achieve great success in this content area. Professional development activities will be developed through department collaboration and interdisciplinary activities in order to enhance the application of physical and chemical science skills, while also infusing reading skills across the content areas.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Reciprocal Teaching strategies in order to increase student comprehension of written material and reinforce science-related reading in the classroom.	Science Department Chairperson, Science Teachers	8/20/2007	5/30/2008	Secondary School Reform	0
Utilize "Standardized Experimental Design Identification" sheets and "Seven Steps Toward a Good Conclusion" in all labs.	Science Department Chairperson, Science Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide teachers with time to create professional learning teams in order to share best practices, curriculum ideas and training in the areas of CRISS strategies, data analysis, GIZMOS, and Riverdeep.	Assistant Principal Science Teachers	8/20/2007	5/30/2008	Secondary School Reform	0
Incorporate FCAT-style practice questions on a weekly basis.	Science Department Chairperson, Science Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Incorporate science-based reading and writing activities, such as document-based questions, to enhance and improve students' reading comprehension and writing ability, with an emphasis on physical/chemical science.	Science Department Chairperson, Science Teachers	8/20/2007	5/30/2008	District-wide Literacy Plan	0

Research-Based Programs

Core curricula are Glencoe Science Voyages, Holt Earth Space Science, Explore Learning GIZMOS.

Professional Development

Reciprocal Teaching Strategies, CRISS Strategies, Data Analysis, Linking Data to Instruction, Curriculum Mapping and Alignment, Edusoft Training, GIZMOS, and Riverdeep.

Evaluation

The 2008 Florida Comprehensive Assessment Science Test will indicate that at least 64% of students will score at or above Level 3. Additionally, the District's Interim Assessment will be used to monitor progress quarterly. For benchmarking purposes, school-site assessments will be used as evaluation tools to diagnose and monitor student progress. Student grade reports will be analyzed and monitored, as well.

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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Parental Involvement Statement

Parental involvement will enhance student achievement.

Needs Assessment

Anecdotal data reveal that greater parental awareness of students' academic challenges and requirements is needed in order to create and foster a supportive learning environment in the home. Recognizing that student achievement is directly correlated to parental involvement, opportunities to provide parents with the tools necessary in order to maximize their children's educational needs are required. Increased parental involvement will enhance student achievement by providing parents with information about the school, its curriculum design, cognitive outcomes, and teacher expectations. Taking this into consideration, the school's parents, administration, faculty, and staff have determined that increased and easily-accessible educational information is needed for all parents. The administration, faculty, and staff seek to increase the number of school-based parent activities from 50, documented in 2006 -2007, by two percent during the 2007-2008 school year.

Measurable Objective

Given increased attention to communication with all stakeholders, the amount of parental participation in school functions, activities, and workshops will increase by 2%, as evidenced by comparing parent participation and volunteer logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshops for parents designed to assist with home-learning assignments, information on how to access the Parent Viewer and Parent/Student Portal, along with academic and career planning.	Assistant Principal, Student Services Department	8/20/2007	5/30/2008	Secondary School Reform	0
Identify topics of interest and provide guest speakers, workshops, and supportive written material for parents to utilize and to promote positive parenting skills, as endorsed by the National PTA standards.	Assistant Principal, Media Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize PTSA web page as a vehicle to provide parental involvement information and opportunities, as well as, increasing the communication between parents and the school.	Assistant Principal, Technology Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide parents with information on how to assist children with organizational skills, time management, use of the agenda book, and study skills, to enhance student learning.	Assistant Principal, Student Services Department, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Expand and promote the Parent Resource Center in the Media Center to provide parents with community resources.	Assistant Principal, Media Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct a parent needs assessment to discover barriers to family involvement and areas of interest and address these areas throughout the year.	Principal, Media Specialist, Student Services Department	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs, <http://www.pta.org/parentinvolvement/standards/index.asp>; National Council of PTA, the Office of Family and Community Outreach District Office, FARM Share Nutritional Awareness Program, The Parent Academy.

Professional Development

Use of "Schoolnotes.com" training, Expansion of Parent Viewer training ("Accessing Your Child's Grades"), "What Your Child Should Know" on the school's website, Accessing the Parent/Student Portal, Bureau of School Improvement "Ride the Wave to Success in the Classroom: Strategies to Enhance Parent and Family Involvement."

Evaluation

School Activities calendars will be utilized to show an increase of 2% on the number of parent events held during the 2007-2008 school year when compared to the 2006-2007 school year. These events will be designed to address parental involvement needs identified by the administrative team, the school committees, the grade level teams, the academic departments, the EESAC, the OPIS, and the PTSA board.

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
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Discipline & Safety Statement

School-wide discipline and safety will improve while building students' core values to include a sense of respect for themselves and the individual rights of others.

Needs Assessment

Students are exposed to many negative influences without the coping skills necessary to effectively deal with difficult situations in life. Students need strategies and techniques in order to develop anger management and avoidance skills, and successful approaches toward conflict resolution. Moreover, students must learn to build their ethical and moral fiber if they are going to be active and productive citizens within our society. Taking this into consideration, the school will implement a school-wide Assertive Discipline program designed to utilize alternative methods to student suspension with the support of the Student Services Department. During the 2006-2007 school year, students missed a total 1,169 academic school days, due to outdoor student suspension. This number will be reduced through a unified effort on the part of the faculty, counselors, and administrative team. This effort will include a four step discipline plan under the Assertive Discipline program designed to stop misbehavior before suspension becomes necessary.

Measurable Objective

Given participation in a school-wide Assertive Discipline program, the 2007-2008 student outdoor suspensions will decrease by 5% when compared to the outdoor suspension rate from 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and monitor a school and community hotline to receive information on potential safety issues, bullying incidents, and other disciplinary concerns.	Assistant Principal, Student Services Chairperson, Student Services Department, SCSJ Teacher	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Create and monitor a character education program through Advisement classes utilizing teacher- directed and student-centered discussions and activities based on core character values.	Assistant Principal, Character Education Coordinator, Student Services Chairperson, Student Services Department, Advisement Teachers	8/20/2007	5/25/2008	Safe and High-quality Facilities	0
Provide an anti-bullying program to include conflict resolution strategies, peer group counseling, and "bridge-building" activities.	Assistant Principal, Student Services Chairperson, Student Services Department	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Expand and monitor the school's Crime Watch program.	Assistant Principal, Student Services Department, School Resource Officer	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Monitor "STAR" boxes throughout the building for student concerns and anonymous tips.	Assistant Principal, Student Services Chairperson, Student Services Department	8/20/2006	5/30/2008	Safe and High-quality Facilities	0
Provide teacher training on the Assertive Discipline program in order to avoid the escalation of incorrect behavior and to involve parents in the discipline process.	Assistant Principal, Student Services Chairperson, Student Services Department	8/20/2007	5/30/2008	Safe and High-quality Facilities	0

Research-Based Programs

District's Character Education Program, Channing Bete's "Build Respect, Stop Bullying" computer software program, Informed Families of Miami-Dade County, Project Wisdom, Crime Watch Program.

Professional Development

Character Education Advisor Training; District Advisor/Advisee Training, Bullying Program Training, Edusoft Training.

Evaluation

Miami-Dade County Public Schools data reports for outdoor suspensions will be used to compare the outdoor suspension rates from the 2006-2007 to 2007-2008 school years.

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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Technology Statement

The use of technology will provide teachers another avenue by which to integrate their curriculum while increasing communication among parents, teachers and students.

Needs Assessment

Students should have the opportunity to use technology in order to enhance their learning and develop critical thinking skills. Conversely, the use of technology will provide teachers with the essential tools necessary in order to teach, develop and reinforce 21st century skills with our students. By promoting technology training that will facilitate these goals, teachers will be able to efficiently and effectively integrate their curriculum benchmarks. Teachers will also be able to easily communicate with parents and students, alike. The 2006-2007 school year inservice participation logs indicate that 73% of the staff was involved in technology training. The 2007-2008 professional development plan includes five opportunities for 100% of the faculty to participate in technology training offered at three levels of proficiency, beginning, intermediate and advanced use of technology in the classroom.

Measurable Objective

Given an emphasis on the use of technology in education, the number of teachers participating in technology training workshops will increase by 5%, as evidenced by comparing teacher participation logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide mobile computer labs in order to facilitate the execution of course objectives.	Assistant Principal, Technology Specialist, Media Specialist, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Develop interdisciplinary projects that will incorporate the use of multimedia technology.	Department Chairpersons, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Create a wireless campus allowing mobile connect-ability to school software programs, Internet, and e-mail as a means of encouraging collaboration between teachers.	Assistant Principal, Technology Specialist, Media Specialist, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide training for teachers in the use of computerized programs, such as the Pinnacle Gradebook, Student Performance Indicators (SPI) and Edusoft, schoolnotes.com, and Employee Portal Training.	Assistant Principal, Technology Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Identify, survey, and replace obsolete computers using an inventory system.	Assistant Principal, Technology Specialists	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

<http://www.classroomlink.net>.

Professional Development

Inservice training for all faculty members on schoolnotes.com, Pinnacle Gradebook, District technology training, Edusoft Training, MDCPS Employee Portal, Student Performance Indicators (SPI) Training.

Evaluation

Teacher participation logs will reflect a 5% increase over the previous year's attendance record in technology inservices offered throughout the school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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Health & Physical Fitness Statement

Physical fitness scores on the FITNESSGRAM will improve yearly.

Needs Assessment

Analysis of the 2007 FITNESSGRAM scores indicates that of the 774 total students enrolled in physical education, 86% completed the FITNESSGRAM test. Although the number of FITNESSGRAM recipients rating Gold and Silver awards decreased from 58% to 47%, 24% of the students received the Gold Award and 76% received the Silver Award. Further assessment revealed that additional practice in long-distance running on a weekly basis and progressively increasing the distance is needed. Further assessment revealed that this population did, however, experience a large degree of success with the flexibility component of the test. The data reveal that 98% of all students passed the trunk lift and 87% of students passed the sit-n-reach test component.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 6-8 enrolled in Physical Education will improve their physical fitness level as evidenced by 60% of the students scoring a Gold or Silver award rating on the 2008 administration of the FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a FITNESSGRAM pre-test to determine students' baseline data and physical fitness levels.	Physical Education Teachers	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Implement a strength-training program twice a week.	Physical Education Teachers	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Utilize a variety of flexibility exercises during daily warm-up activities, including weekly yoga stretches.	Physical Education Teachers	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Provide a health and nutrition informational series through the Advisement Classes as featured on closed circuit television.	Physical Education Teachers, Elective Teachers	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Increase students' cardiovascular endurance by requiring students to run ¼ mile each day for the first month of school and increase the distance on a monthly basis.	Physical Education Teachers	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0

Research-Based Programs

M-DCPS FITNESSGRAM Testing Program

Professional Development

MDCPS Physical Education FITNESSGRAM Training, Physical Education Journals.

Evaluation

The 2008 FITNESSGRAM test will indicate an increase in the percentage of students scoring a Gold or Silver award rating. For benchmarking purposes, quarterly analysis of students' cardiovascular, flexibility, muscular strength and endurance ability will be tested.

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
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Electives & Special Areas Statement

Magnet enrollment will increase in diversity while meeting the District's Unitary Plan requirements.

Needs Assessment

Analysis of the 2007 Magnet enrollment shows a need to increase the diversity of the magnet population. Based on the acceptance records for the 2007-2008 school year, the number of minorities accepted into the program increased by 10%. The ethnic/racial make-up of the magnet program consists of 20% White, 9% African-American, 57% Hispanic and 14% Other, with 38% being male and 62% female. Students are auditioned by in-house and outside adjudicators who are certified teachers, as well as professional artists in their fields. They do so by utilizing audition strategies designed by the District offices in charge of the talent programs. This ensures uniformity, consistency, and fairness for all who are auditioned. Recruitment takes place from October to January throughout the school's transportation schools and feeder pattern schools. The school will continue to look at innovative and creative ways to increase the diversity of the magnet population while still meeting the mandates of the District's Unitary Plan.

Measurable Objective

By enhancing and augmenting the magnet recruitment strategies, the student population will increase in diversity as compared to the present magnet population, as evidenced by the 2008 Magnet Acceptance List Report when compared to the 2007 report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Contact all feeder pattern and transportation zone schools to schedule recruitment visits with all incoming 5th graders.	Magnet Lead Teacher	8/20/2007	5/30/2008	Parental Choice Options	0
Invite parents and students to tour the program and facility every Monday morning.	Magnet Lead Teacher	8/20/2007	5/30/2008	Parental Choice Options	0
Conduct presentations in our feeder pattern and transportation zone schools to increase our population of SPED and ELL students to increase the interest in the arts as career choices in the future, while meeting the District's Unitary Plan goals.	Magnet Lead Teacher	8/20/2007	5/30/2008	Parental Choice Options	0
Distribute magnet information packets detailing the application process, audition requirements, and acceptance criteria at all feeder pattern and transportation zone schools.	Magnet Lead Teacher, Magnet Secretary	8/20/2007	5/30/2008	Parental Choice Options	0
Expand the school's website to include detailed magnet audition requirements, deadline information, and a "Helpful Hints" section.	Magnet Lead Teacher, Technology Specialist	8/20/2007	5/30/2008	Parental Choice Options	0
Increase advertising and positive media coverage of all magnet functions using parent booster organizations.	Magnet Lead Teacher	8/20/2007	5/30/2008	Parental Choice Options	0
Conduct orientation sessions (along with existing magnet booster parents) for all parents accompanying auditioning students.	Magnet Lead Teacher	8/20/2007	5/30/2008	Parental Choice Options	0

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

The 2007 Magnet Acceptance List Report will show an increase in the diversity of the magnet population from the previous report.

Return On Investment Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Return On Investment Statement

Southwood Middle School will rank on or above the 94th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Southwood Middle School ranked at the 93rd percentile on the State of Florida ROI index. While this percentile exceeds weighted factors, all stakeholders feel that additional resources are necessary to continue positive trends and efficiently use state funds to further learning gains.

Measurable Objective

Southwood Middle School will improve its ranking on the State of Florida ROI index publication from the 93rd percentile to the 94th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Magnet Lead Teacher, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Broaden the school's grant writing program to tap into local and national grants designed to support schools and educational programs.	Magnet Lead Teacher, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal, Assistant Principals, Magnet Lead Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals, Magnet Lead Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, Magnet Lead Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Develop a task force at the school site comprised of PTSA board members, faculty, staff, and administration to further develop the Dade Partners community support network.	Principal, Assistant Principals, Magnet Lead Teacher, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

On the next State of Florida ROI index publication, Southwood Middle School will show progress toward reaching the 94th percentile.

EESAC Compliance

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

Budget:

The EESAC recommends a budget and expenditure plan to allocate funds to support the School Improvement Plan, specifically allocating funds to assist with the new reading, math, writing, science, parental involvement, discipline and safety, technology, health and physical fitness, electives/special areas and return on investment objectives.

Training:

The EESAC recommends funding for school-wide professional development to aid in the attainment of SIP goals, including motivational teaching workshops, Technology training, and temporary instructors who will continue the educational program for students while teachers are participating in workshops.

Instructional Materials:

The EESAC recommends that a continuous process of review be utilized in the selection and/or application of instructional materials. Additionally, the EESAC has recommended purchasing student agenda books for all students to help them learn organizational skills, time management skills, and study skills.

Technology:

The EESAC recommends that the school continue with its innovative stance on the infusion of technology across the curriculum. Teacher training will be provided regularly to facilitate the continued use of technology across the curriculum.

Staffing:

The EESAC recommends that funds be allocated to provide stipends for teachers who attend workshops on Saturdays, and hourly wages to personnel who participate in after-school tutorials.

Student Support Services:

The EESAC recommends that a student services department liaison give a report at each meeting on school performance issues and student achievement.

Other Matters of Resource Allocation:

The EESAC recommends that the practice of recruiting volunteers for various initiatives be continued.

Benchmarking:



School Improvement Plan

2007-2008



The EESAC recommends that a continued review of the school's committees and academic departments take place throughout the school year. They asked that the Leadership Team make regular reports as to the progress of the SIP.

School Safety & Discipline:

The EESAC recommends that a regular review by the school safety and environment committee take place. This review should focus on, but not be limited to, all facets of personal safety, along with the development of the school's discipline plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	7500
Mathematics	7500
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	15000



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