

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**West Miami Middle School (6961)**

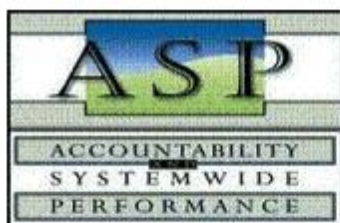
Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Jacques Bentolilla

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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West Miami Middle Community School is located in the central district of Miami-Dade County. The original school site was built in 1953. A science wing was added 2002 and houses 11 fully equipped science labs. The school serves a predominantly Hispanic population, 94 percent. Student enrollment for the 2007/2008 school is approximately 1150. Enrollment has followed a downward trend attributed to the gentrification of the surrounding areas and a rise in housing prices in the neighborhood. This trend has had an effect on the feeder pattern elementary schools as well.

The school's grade fell from an A to a B in 2007/2008. Forty-one percent of students scored at FCAT Level's 1 and 2 in reading and 40 percent of students scored at FCAT Level's 1 and 2 in Mathematics, a decline of two percentage points in both subject areas. Additionally, the following No Child Left Behind (NCLB) subgroups did not make adequate yearly progress: Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners.

West Miami Middle Community School is a Title I school with 73 percent of students on free or reduced lunch. The attendance rate for the 2006/2007 year was 95.88 percent. Suspension rates for the 2006/2007 school year have declined by 5%. Class size is in compliance with the approved ratio of 22 students per teacher per class.

Six elementary schools feed into West Miami Middle Community School: Emerson, Sylvania Heights, Flagami, Coral Terrace, Fairlawn, and Charles Hadley. School grades for four of the schools are "A" while three schools are graded "B". Students at West Miami Middle Community School attend South Miami Senior High School which is graded "C".

West Miami Middle Community School enjoys the following advantages: a cohort of master teachers in each subject area which provide demonstration/coaching experiences for the faculty; a strong remedial mathematics program for FCAT Level 1 which uses PLATO Course Work; and a structure for monitoring, identifying, and providing interventions for at-risk learners.

While the above listed advantages provide West Miami Middle Community School the benefits of a strong academic program, there do exist areas of concern. Efforts to comply with inclusion models for SPED students have been met with hesitation. Bi-monthly meetings with inclusion and general education teachers have been scheduled as well as support from district personnel. Additionally, 50 percent of the administrative staff is new to the school. Although the administrative team provides skilled and proficient leadership the staff will need a period of time to adjust to the change in leadership organization.

The school has received two grants that will be implemented in the 2007/2008 school year: Title III, ESOL Technology Grant and the Toyota Tapestry Grant which focuses on the environment of South Florida and will be delivered through the science department.

West Miami Middle Community School delivers a co-teaching Inclusion program. 73.87% of the Students With Disabilities (SWD) participate with non-disabled students an increase of 31% from the previous year. The teachers plan, teach, and evaluate the students together. SWD students not participating in the Inclusion program are in resource room classes. 8.7 percent of our student population participates in the Gifted program which is offered through the core content areas of Language Arts, Math, Science, and Social Studies. 12 percent of our student population are English Language Learners (ELL). English as Second or Other Language (ESOL) I students are offered bilingual curriculum content area courses in Math, Science, and Social Studies. ESOL Level II, III, and IV students are included in the general education classes. The ESOL students also receive services through the Home Language Assistance Program (HLAP) which assists students using the home language in the basic subject areas providing a translational/tutorial program.

West Miami Middle Community School has a full-time staff of 98. The faculty includes six nationally board certified teachers in the areas of Mathematics, Science, Social Science, Career and Technical Education, and ESOL. The demographic make-up of the staff includes the following: 13 percent are White, 11 percent are Black, 76 percent are Hispanic. Teacher attendance at our school is high; teacher absences from the classrooms are most often related to programs such as subject area and professional development workshops. There is one teacher on a leave of absence.

Students, staff and parents at West Miami Middle Community School are committed to academic excellence. We implement strategies that promote critical thinking, academic achievement, intensive reading, writing, mathematics, technology and parental involvement. A review of key data elements, Educational Excellence School Advisory Council (EESAC) needs-assessment profiles, as well as the Florida Comprehensive Assessment Test scores, indicate a need to respond to various priority goals addressed in this document. Faculty, staff, parents, administrators, and the EESAC have met to identify the needs of the school and our students, as well as to devise effective strategies presented in this School Improvement Plan.

Based on an analysis of the school's self-assessment survey, the Leadership Team has identified two areas of focus, Strategic Planning and Process Management.

While the Operational Performance Improvement Snapshot Survey did not indicate any areas of weaknesses in our organization, it can be stated that work with staff is needed in the area of strategic planning. Seventy-five percent of the staff knows where they fit in



# School Improvement Plan 2007-2008



the strategic plan. It was noted that eleven percent of the staff had no opinion in this area and fourteen percent disagreed. It is the desire of the leadership team to get the concerns of these remaining staff members out in the open. All staff have confidence that their concerns and input are wanted. They must also feel assured that the strategic plan is only a plan when everyone's' opinions have been counted and there is individual buy in.

In the area of process management there were no real weaknesses. The staff indicated it was very satisfied with relation to quality and processes of work. Although the results were strong, the goal is to improve. The school needs to provide training for teachers on the importance of their role and its impact on the school's mission. Over the next year, we will endeavor to reach for an even higher satisfaction level.

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT Reading Test.

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

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

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

Given instruction based on the Sunshine State Standards, students in grades 6 through 8 will improve their mathematics skills as evidenced by 62% scoring at or above Level 3 on the 2008 FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students identified as English Language Learners will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students identified as Students with Disabilities will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students identified as Economically Disadvantaged will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students identified as Hispanic will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in 8th grade will maintain or improve their writing skills as evidenced by 96% of students achieving 3.5 or higher on the administration of the 2008 FCAT Writing +Test.

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

Given the 2007 parental involvement data, the school will have 7% of the parent population participate in Parent Academy classes as documented by meeting agendas and sign-in sheets. Additionally, the school will provide parents/guardians with the opportunity to participate in transition activities for incoming and outgoing students.

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

Given an emphasis on the use of technology in education, West Miami Middle Community School will increase the availability of computers in the classroom as evidenced by the creation of classroom mini labs in the core curriculum areas.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards the number of students scoring at the Gold and Silver level of the FITNESSGRAM will increase by 2 percent on the 2007/2008 administration of the FITNESSGRAM Test.

Given an emphasis on the benefits of learning a vocational skill, a second language, playing an instrument, playing a sport, the school will have 50% of students for the 2007/2008 school year participate in elective/athletics/activities as evidenced by student schedules.

West Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 64th percentile in 2005, to the 67th percentile on the next publication of the index.



# School Improvement Plan 2007-2008



Based on an analysis of the school's self-assessment survey, the Leadership Team has identified two areas of focus, Strategic Planning and Process Management.

While the Operational Performance Improvement Snapshot Survey did not indicate any areas of weaknesses in our organization, it can be stated that work with staff is needed in the area of strategic planning. Seventy-five percent of the staff knows where they fit in the strategic plan. It was noted that eleven percent of the staff had no opinion in this area and fourteen percent disagreed. It is the desire of the leadership team to get the concerns of these remaining staff members out in the open. All staff have confidence that their concerns and input are wanted. They must also feel assured that the strategic plan is only a plan when everyone's' opinions have been counted and there is individual buy in.

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# 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.

## 6961 - WEST MIAMI MIDDLE SCHOOL

### VISION

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### 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.

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### **School Demographics**

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West Miami Middle Community School was built in 1953. The science wing was built in 2002 and houses 11 fully equipped science labs. The school has no portable buildings. The school occupies 9 acres and is located at the intersection of a major expressway, SR 826, and Coral Way which runs east/west and provides thoroughfare access to the city. The building is in the process of extensive structural renovation addressing the problem of condensation formation in the interior hallways. Painting of the interior and exterior of the building is due for completion mid-year.

Approximately 73 percent of the student enrollment is eligible for Free/Reduced lunch status thereby qualifying the school for Title 1 funding. The school serves a predominantly Hispanic population, 94 percent. The remaining six percent are divided into the White, four percent, and less than one percent of Asian, Black, and Multiethnic.

Forty-one percent of students scored at FCAT Level's 1 and 2 in reading and 40 percent of students scored at FCAT Level's 1 and 2 in Mathematics, a decline of two percentage points in both subject areas. Additionally, the following No Child Left Behind (NCLB) subgroups did not make adequate yearly progress: Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners. 8.7 percent of our student population participates in the Gifted program which is offered through the core content areas of Language Arts, Math, Science, and Social Studies. Twelve percent of the student population is English Language Learners (ELL).

West Miami Middle Community School enjoys the following advantages: a cohort of master teachers in each subject area which provide demonstration/coaching experiences for the faculty; a strong remedial mathematics program for FCAT Level 1 which uses PLATO Course Work; and a structure for monitoring, identifying, and providing interventions for at-risk learners.

While the above listed advantages provide West Miami Middle Community School the benefits of a strong academic program, there do exist areas of concern. Efforts to comply with inclusion models for SPED students have been met with hesitation. Bi-monthly meetings with inclusion and general education teachers have been scheduled as well as support from district personnel. Additionally, 50 percent of the administrative staff is new to the school. Although the administrative team provides skilled and proficient leadership the staff will need a period of time to adjust to the change in leadership organization.

The leadership team is made up of the principal, assistant principals (3), reading coach, and the curriculum leaders representing the core curriculum areas of Language Arts, Mathematics, Science, and Social Studies.

West Miami Middle Community School employs 69 full-time instructional staff members. The faculty includes six nationally board certified teachers in the areas of Mathematics, Science, Social Science, Career and Technical Education, and ESOL. The demographic make-up of the staff includes the following: 13 percent are White (9 teachers), 11 percent are Black (6 teachers), and 76 percent are Hispanic (86 teachers). There was an eight percent turnover rate of instructional staff, representing retirement and transfers to other schools in the district.

Class size is in compliance with the approved ratio of 22 students per teacher per class. Class size in the co-teaching settings is at 16. Student to teacher ratio by grade level 6th, 7th, and 8th Grades in the core curriculum areas is approximately 19.76 students per teacher.

The attendance rate for the 2006/2007 year was 95.88 percent. With the implementation of the district's new attendance policy the school anticipates attendance rates to increase.

2006/2007 retention rates for West Miami Middle School are less than 1 percent which compares favorably with district and state retention rates of 7.1 percent and 7.45 percent. The slight decline in the retention rates for the school is attributed to the monitoring of student academic progress following interim progress reports and report cards. Additionally, the school provides an in-house summer session for students who are in danger of retention.

Six elementary schools feed into West Miami Middle Community School: Emerson, Sylvania Heights, Flagami, Coral Terrace, Fairlawn, and Charles Hadley. School grades for four of the schools are "A" while three schools are graded "B". Students at West Miami Middle Community School attend South Miami Senior High School which is graded "C".

West Miami Middle Community School offers the following programs for students with specialized academic needs e.g. remedial and advanced: Extended Foreign Language program provides Social Studies instruction in a second language; the Gifted program is an advanced academic program for students who meet a rigorous criteria; READ 180 program for at-risk and emergent readers; PLATO Course Recovery, a computer based program; After School All-Stars program, a non-fee extended day program which includes homework support, sports, and computer training; tutorial services for students in need; and the Title 1 program.

The school has received two grants that will be implemented in the 2007/2008 school year: Title III, ESOL Technology Grant and the Toyota Tapestry Grant which focuses on the environment of South Florida and will be delivered through the science department.

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## ***School Foundation***

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### **Leadership:**

The Operational Performance Improvement Snapshot Survey shows that while there has been an unexpected change in the Principal position; the faculty and staff at this institution trusts the leadership. Currently the school's leadership team is in transition. As with any institution, change includes an adjustment period which is positively affected by the school's strong work culture. There is broad agreement that the leadership is a strength. This is mainly due to the fact that the four Assistant Principals on the leadership team have remained the same. The leadership team's goal is to improve on all leadership related items outlined in the survey. The staff wants more guidance on career advancement opportunities, some changes in the work environment and more opportunities for input. In light of this, the Principal will continue the Principal Advisory Council which addresses staff concerns on an as needed basis. A hardcopy of PAC meeting minutes will be put in the staff's mailboxes, so that they are aware that their concerns are being addressed. In addition, a suggestion box will be placed in teachers lounge to allow staff members to give input on an ongoing basis. Staff acknowledges that our principal uses the organization's values to guide the school's direction. This is done by his requesting constant input from staff. As a result, staff expects to participate in all school related issues.

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

The Strategic Planning Category of the Operational Performance Improvement Snapshot Survey states that seventy-seven percent either agreed or strongly agreed that they are able to tell if they are making progress on their work group's part of the strategic plan. This indicates confidence in their awareness of where the organization is headed. Seventy-five percent of the staff indicated that they understood how the plan affects their work. Twenty-five percent of our staff believe that they are not consulted for their ideas when it comes to future planning. We must work to improve the perception that the opinion of all staff is important in strategic planning.

### **Stakeholder Engagement:**

The goal in customer service is always complete satisfaction. Our overall average in the Customer and Market Focus category was eighty-one percent in the agree and strongly agree counts. We achieved this percentage by continuous communication with the home through Home Visits, Education Agreements, Parent Surveys, Curriculum Fair, Attendance Contracts, Parent Resource Center, Parent Workshops, and the use of Connect Ed, and by team leaders making direct parent contacts anytime a student is absent 3 times. Although our score is acceptable, our goal is to improve. Since our customers are the students, parents and community at large, this school year we will continue to send home a monthly activities calendar and increase the number of Parent Workshops, Resource Fairs and Home Visits. Also we will improve the efficiency and delivery of existing strategies. We will remain open to new ways to keep in touch with our customers.

### **Faculty & Staff:**

The Human Resource Focus category implied that our staff feels that we have a safe environment to work in. That view point was shared by eighty-six percent of all staff members. The staff also is comfortable with the idea that they are able to make changes that will improve their work. This is an indication that the environment created by the leadership team is perceived as positive and flexible. It is also abundantly clear that there is a great sense of team, as evidenced by seventy-nine percent of the staff agreeing that the people they work with cooperate as a team. Also, there was a strong score in staff members' beliefs that the administrative team encourages the staff to develop job skills which will advance their careers. Consequently, there is a collaborative, collegial, motivational, and pleasant working interaction among our staff. While the scores were strong, this is an indication that some concern exists relating to whether the location cares about the individual. Again, change in the leadership team includes a natural adjustment period. This is being addressed through open communication and dialogue. It is anticipated that as the faculty and staff gain comfort and a clear understanding of the direction and vision in which the school is heading all concerns will have been addressed.

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

Our staff overall average in the Measurement, Analysis, and Knowledge Management category was over eighty-seven percent. The results showed high confidence in the items addressed. When it comes to measuring the quality of work, ninety-four percent of the staff either strongly agreed or agreed. This indicates that staff members are clear in what the expectations are for their area of performance. Ninety-four percent of the staff felt that they understood how to analyze the quality of their work and determine if changes were necessary. Finally, ninety-three percent of the staff said they would use the analysis to make necessary changes to their work. All of these responses indicated that the vast majority of staff members understand what is required in their field of responsibility and believe they know how to make changes for the benefit of the school and our customers where necessary. According to the Operational Performance Improvement Snapshot Survey, eighty-two percent of our staff said they get the information they need to perform their role in the school. Also, eighty-five percent of our staff understood how they fit into the school's overall measures of improvement. Seventy-five percent of staff members feel that they obtain the information on how our school is progressing. This is a figure the leadership team will work to improve.

The results of the O.P.I.S survey illuminate the staff perception that they know their roles, expectations, and the high quality of their work. As a result, they are confident in their ability to make positive changes when necessary and they know where they fit in the overall organization.

### **Education Design:**

The Operational Performance Improvement Snapshot Survey states that the staff believes that we have good processes for doing our work. This is indicative of efficient delivery of educational services to our customers. The staff also believes that all of the resources necessary to carry out their roles can be acquired. Those resources include, but are not limited to, computer programs, ordering of textbooks, and other materials as needed. That implies that the leadership team is focused on the processes that drive the function of the school. Much time is spent helping staff to acquire data which allows them to evaluate the quality of their work. This process is also driven by the leadership team. That being said, individual staff members feel they have control over their work processes. That control indicates freedom of academic expression. The leadership team works hard to organize early release activities, workshops, and departmental professional development opportunities which are meaningful and relevant to professional growth.

### **Performance Results:**

The Operational Performance Improvement Snapshot Survey indicates that a high percentage of our staff believes that their customers are satisfied with their work and that it is of a high quality. This disclosure says that the staff is happy with its role and believes the customers are too. Staff members believe that our high standards and ethics meet the requirements of the laws and regulations in this field; ninety four percent of them are satisfied with their role. The survey also says that the organization uses the time and talents of the staff in a very positive way at school and in service to the community. While our staff believes, by an overwhelming majority, that the organization removes obstacles that get in the way of progress, there is clearly room for improvement in this area. Along the same lines, the majority of staff members believe that they are aware of how the organization is doing financially, but more effort is needed to increase the percentage of those staff members who do not yet believe they know how well the organization is doing financially.

While the Operational Performance Improvement Snapshot Survey did indicate areas where improvements can be made in the organization; the overall result was very positive. Seventy-five percent of the staff knows where they fit in the strategic plan. It is noted that eleven percent of the staff had no opinion in this area and fourteen percent disagreed. This is an indication of either lack of understanding or discomfort with the processes used to dispense this information. It is the desire of the leadership team to get the concerns of these remaining staff out in the open and to address their unresolved issues. All staff has to have confidence that their concerns and input are wanted. They must also feel assured that the strategic plan is only a plan when all have bought in and their opinions have been counted.

In the area of process management, there were no real weaknesses noted. The staff indicated it was very satisfied with relation to quality and processes of work. Over the next year, we will strive to reach for a higher satisfaction level.





# 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 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 type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

West Miami Middle School addresses seven of the ten guiding principles of the Secondary School Redesign in its School Improvement Plan. Different Innovative Approaches to Instruction is a focus in the Reading and Math goals through the instructional strategy of differentiated instruction. Responsibility of Teaching Reading for Every Teacher is emphasized in the Reading, Math, and Science instructional strategy: "demonstration classrooms". Quality Professional Development for Teachers and Leaders is included in the Reading, Mathematics, Writing, and Science strategies of differentiated instruction professional development. Course Choice Based on Student Goals/Interest/Talents is incorporated in the Reading, Mathematics, Writing, and Science strategies. Student testing data is used for placement in remedial and advanced classes. Intensive Intervention in Reading and Mathematics and Master Schedules Based on Student Needs are both included in the Reading and Mathematics strategies (Reading + classes, tutorial and extended day). Parental Access and Support are emphasized in the Parental Involvement strategies.

Applied and Integrated Courses are currently offered to students in the area of Vocational/Technology as evidenced by our 2007 - 2008 Master Schedule.

The Small Learning Communities (SLC) is addressed at West Miami Middle School through the teaming concept. Students are clustered into six teams, two per grade level which are overseen by nine team leaders. .

Academic and Career Planning is infused in the Social Sciences curriculum. Additionally, the Career Specialist will work with 8th Grade students assisting them in the preparation of their Career Portfolios.

## 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 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 type="checkbox"/>

### Reading Statement

Students in grades 6 through 8 will master reading skills based on their grade level guidelines mandated by the Sunshine State Standards.

### Needs Assessment

Scores on the 2007 FCAT Reading Test indicate that 57% of students scored at Achievement Level 3 or above in grades 6 through 8 however 43% of students did not meet proficiency. 42% of low performing students (Levels 1 and 2) did not demonstrate a year's growth in reading. Additionally, 53% of high performing students did not maintain high performing standards.

Content cluster analysis indicates that Comparison was the lowest performing cluster. Additionally, when compared with the previous years' scores the comparison cluster declined a total of 20 percentage points.

Scores on the 2007 FCAT Reading Test indicate that 50% of students identified as Hispanic have scored at/or above grade Level according to NCLB requirements.

Scores on the 2007 FCAT Reading Test indicate that 47% of students identified as Economically Disadvantaged have scored at/or above grade Level according to NCLB requirements.

Scores on the 2007 FCAT Reading Test indicate that 30% of students with English Language Learners (ELL) have scored at/or above grade Level according to NCLB requirements.

Scores in the 2007 FCAT Reading Test indicate that 22% of Students with Disabilities have scored at/or above grade level according to NCLB requirements.



# School Improvement Plan 2007-2008



## **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 checked="" 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 Sunshine State Standards, the number of students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT Reading Test.

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

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

Given instruction based on Sunshine State Standards, 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 based on Sunshine State Standards, English Language Learners 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
Provide modeling and support to teachers by the Reading Coach	Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	58127
Utilize differentiated instructional techniques as evidenced by lesson plans.	Reading Teachers and Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement the use of Accelerated Reader program.	Assistant Principal for Curriculum, Teachers, Reading Coach, Media Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Identify, enroll, assess, and monitor students, whose FCAT Levels are 3, 4 and 5, in Advanced/Gifted Language Arts classes.	Assistant Principals, Advanced/Gifted Teachers, Reading Coach	9/20/2007	6/5/2008	Advanced Academics	0
Provide teachers with the opportunity to visit/meet with teachers in pre-identified "demonstration classrooms" for professional development and sharing of best practices.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Continuous Improvement Model	2000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8-20-07		Other/ Not Applicable	
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	10/1/07	6/5/08	Continuous Improvement Model	
Maintain Reading logs to promote independent reading among our students.	Language Arts Teachers	9/10/07	6/5/08	District-wide Literacy Plan	
Provide teachers with explicit, on-going professional development on the use of differentiated instruction strategies.	Reading Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	
Identify, enroll, assess, and monitor students who were identified as "at risk" and opted to participate in the school run tutorial program.	Principal, Assistant Principal, Student Services	10/1/2007	6/5/2008	Secondary School Reform	2500
Monitor Level 1/Level 2 students by a resource team of administrators, counselors, curriculum specialists using a school-based metric that includes academic progress, attendance, conduct and behavior.	Team Leaders, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Continuous Improvement Model	
Identify students in the Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities sub-groups scoring at Level 1/Level 2 for an extended learning program offered before and after school.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Continuous Improvement Model	
Provide additional teaching periods (1/8 supplements) to reduce class size.	Principal	09/20/07	6/5/2008	Secondary School Reform	26124

### Research-Based Programs



# School Improvement Plan 2007-2008



Prentice Hall Basal Text  
Glencoe Basal Text  
READ 180  
READ XL  
Differentiated Instruction and Intervention  
Classroom Libraries

## **Professional Development**

Differentiated Instruction Training  
Mentor teachers for beginning teachers  
Implementation of demonstration classrooms  
Reading Coach will provide Professional Development, as needed  
Faculty Meeting Professional Development activities  
Just Read, Florida! Leadership Conference  
REGAL Plan

## **Evaluation**

2008 FCAT Reading Test  
Read 180 Scholastic Reading Inventory (SRI)  
FORF  
Interim Assessment in Reading

## 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 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 type="checkbox"/>

### **Mathematics Statement**

Students in grades 6 through 8 will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of mathematics.

### **Needs Assessment**

Scores on the 2007 FCAT Math Test indicate that 58% of students in grades 6 through 8 have scored at or above FCAT Level 3. Additionally, 50 % of Hispanic, 49% of Economically Disadvantaged, 16% of Students with Disabilities, and 33% of English Language Learners (ELL) student subgroups identified by the NCLB have scored at or above grade level.

35% of low performing students did not demonstrate a year's growth in mathematics. Furthermore, 6th Grade students' scores indicate a need for improvement in the areas of Number Sense and Measurement. Algebraic Thinking remains a focus for all grade levels.

### **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 checked="" 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 grades 6 through 8 will improve their mathematics skills as evidenced by 62% scoring at or above Level 3 on the 2008 FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students identified as English Language Learners will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students identified as Students with Disabilities will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students identified as Economically Disadvantaged will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students identified as Hispanic will improve their mathematics skills as evidenced by 62% scoring at/or above grade level on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	
Utilize graphing calculators in advanced and gifted classes. Introduce the use of graphing calculators to 8th grade math classes to enhance mathematics instruction.	Mathematics Department Chairperson	8/20/2007	6/5/2008	Advanced Academics	
Provide teachers with explicit, on-going professional development on the use of differentiated instruction strategies.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Secondary School Reform	2500
Utilize differentiated instructional techniques as evidenced by lesson plans.	Principal	8/20/2007	6/5/2008	Secondary School Reform	
Identify, enroll, assess, and monitor students, whose FCAT Levels are 3, 4 and 5, in Advanced/Gifted Math classes.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Advanced Academics	
Provide teachers with the opportunity to visit/meet with teachers in pre-identified "demonstration classrooms" for professional development and sharing of best practices.	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/20/2007	6/5/2008	Secondary School Reform	
Identify, enroll, assess, and monitor students who were identified as "at risk" and opted to participate in the school run tutorial program.	Team Leaders, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Secondary School Reform	54255
Utilize "GIZMO" modules to provide students concrete examples of mathematics concepts via a computer simulation.	Mathematics Department Chairperson	8/20/2007	6/5/2008	Academic Enrichment Opportunities	1000
Monitor of Level 1/Level 2 students by a resource team of administrators, counselors, curriculum specialists using a school-based metric that includes academic progress, attendance, conduct and behavior.	Principal, Assistant Principal for Curriculum	8/20/2007	6/5/2008	Continuous Improvement Model	
Identify, enroll, assess and monitor Hispanic, Economically Disadvantaged, Students with Disabilities, and English Language Learners students not meeting AYP in an intensive mathematics class with emphasis on Number Sense, Algebraic Thinking, and Measurement.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Secondary School Reform	
Provide additional teaching periods (1/8 supplement) to reduce class size.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	39186





# School Improvement Plan 2007-2008



## **Research-Based Programs**

Prentice-Hall Mathematics Program.  
Gizmos

## **Professional Development**

Differentiated Instruction Training  
Mentor teachers for beginning teachers  
Implementation of demonstration classrooms  
In-service training on Exam View and the Edu-Soft Program to facilitate data analysis  
Effective Use of FCAT Mathematics Test Item Specifications  
REGAL Plan

## **Evaluation**

2008 FCAT Mathematics Test  
District Interim Assessment in Mathematics  
Publisher ancillary assessment materials

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

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

### Writing Statement

Students will master the competency of writing to explain and persuade.

### Needs Assessment

Although the results of the FCAT 2007 Writing + Test indicate that 96% of eighth students scored 3.5 or above, the data also indicates that there is a need for improvement on the multiple choice Writing + sub-test. The 2007 FCAT Writing+ mean scale scores declined by nine points.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction based on Sunshine State Standards, students in 8th grade will maintain or improve their writing skills as evidenced by 96% of students achieving 3.5 or higher on the administration of the 2008 FCAT Writing +Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use district provided anchor papers (with annotations) for writing instruction with students in the classroom.	Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	
Use the Continuous Improvement Model to implement writing throughout the content areas.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	
Train teachers on FCAT Writing Rubric Scoring.	Language Arts Department Chairperson	8/20/2007	6/5/2008	District-wide Literacy Plan	
Provide students with training on the use of rubrics to score various sample prompts.	Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	
Create a data team to assist with data gathering and analysis of student data.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	
Provide differentiated instruction within the Language Arts classrooms.	Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	
Utilize district writing pre-test results as a teaching tool to individualize instruction for students as evidenced by lesson plans.	Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	
Focus on organization and support in the teaching of writing to students in the ESOL program	ESOL Teachers	8/20/2007	6/5/2008	Secondary School Reform	
Train ESOL teachers on CompassLearning's Odyssey Writing component for use with ELL students.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Secondary School Reform	
Provide instructional strategies for addressing the multiple choice items of the FCAT Writing + Test: writing plans, writing samples, cloze, and stand-alone,	Assistant Principal for Curriculum	8/20/2007	6/5/2008	District-wide Literacy Plan	1000
Provide students the opportunity to respond to school-wide practice prompts throughout the year.	Language Arts Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	
Provide extra teaching periods (1/8 supplements) to reduce class size.	Principa	8/20/2007	6/5/2008	Secondary School Reform	26124

### Research-Based Programs

Prentice Hall Textbooks  
 Glencoe Textbooks  
 Compass Learning Oydessy Writing

### Professional Development

Language Arts Curriculum Leader will provide Grade-level networking on writing skills and goals per grade level in order to improve Level 1, 2 students' writing skills  
 Differentiated Instruction professional development will be provided by the Reading Coach and selected teachers in the department  
 Creating Independent Through Student Owned Strategies (CRISS) training with focus on the use of graphic organizers in the writing process.  
 Faculty Meeting Professional Development activities  
 Reading Coach Professional Development, as needed

### Evaluation

2008 FCAT Writing+  
 District Pre & Post Writing Test  
 School-wide Practice Prompts

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

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

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

### **Science Statement**

Students in grade 6 through 8 will master the Physical/Chemical, Earth Space, Life/Environmental, and Scientific Thinking components based on their grade level guidelines mandated by the Sunshine State Standards.

### **Needs Assessment**

Scores on the 2007 FCAT Science Test indicate that 46% of 8th grade students scored at Level 3 or above, an increase of 15 percentage points from the previous assessment of the Science Test. The highest performing content cluster was Earth Space. The lowest performing content cluster was in the area of Physical and Chemical. We will focus on our areas of needs while continuing to reinforce the area of Scientific Thinking.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	
Utilize graphing calculators in advanced and gifted classes to enhance science instruction	Science Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	
Provide teachers with explicit, on-going professional development on the use of differentiated instruction strategies.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Secondary School Reform	
Utilize differentiated instructional techniques as evidenced by lesson plans.	Principal, Assistant Principals	8/20/2007	6/5/2008	Secondary School Reform	
Identify, enroll, assess, and monitor students, whose FCAT Levels are 3, 4 and 5, in Advanced/Gifted Science classes.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Advanced Academics	
Provide teachers with the opportunity to visit/meet with teachers in pre-identified "demonstration classrooms" for professional development and sharing of best practices.	Assistant Principal for Curriculum	8/20/2007	6/5/2008	Secondary School Reform	2000
Increase students' participation in inquiry-based learning via cooperative lab work, and conduct a minimum of 2 labs per week as per district guidelines	Science Teachers	8/20/2007	6/5/2008	Secondary School Reform	
Utilize "GIZMO" modules to provide students concrete examples of mathematics concepts via a computer simulation.	Science Teachers	8/20/2007	6/5/2008	Secondary School Reform	
Use in class computer labs to enhance Scientific Instruction/Research, lab activities, and the use of Venier Probes.	Science Teachers	8/20/2007	6/5/2008	Secondary School Reform	
Provide additional teaching periods (1/8 supplements) to reduce class size.	Principal	8/20/2007	6/5/2008	Secondary School Reform	32655

### Research-Based Programs

Glencoe Science Textbooks and Resources  
 Holt, Rinehart, and Winston Textbook and Resources  
 GIZMOS

### Professional Development

Graphic Calculators training  
 Departmental training on the district's "Minimum Required Lab Activities"  
 GIZMOs Training

### Evaluation

2008 FCAT Science Test  
 Science Interim Assessments

## 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 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**

Community and school stakeholders will work together to provide for the successful education of each student.

### **Needs Assessment**

Analysis of parental involvement data for the 2006/2007 school year indicates that 67% of parents/guardians attended the Back to School activities. Four Parent Academy classes were offered at the school site and were attended by 94 parents/guardians. Honor Roll recognition ceremonies were attended by 222 parents/guardians. Although parental involvement is not optimal, parental interest and concern is high as evidenced by 95% attendance rate at requested parent/teacher conferences.

### Measurable Objective

Given the 2007 parental involvement data, the school will have 7% of the parent population participate in Parent Academy classes as documented by meeting agendas and sign-in sheets. Additionally, the school will provide parents/guardians with the opportunity to participate in transition activities for incoming and outgoing students.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Title I orientation meeting for parents & students to be informed of Title I programs and their rights and responsibilities as it relates to their child's education.	Principal	9/11/2007	9/11/2007	Improve Public Perception	
Provide a New Student Orientation prior to the opening of school that focuses on seamless transitioning from elementary to middle school.	Principal	8/15/2007	8/15/2007	Improve Public Perception	
Provide inservice workshops through the Bilingual Parent Outreach Program Office for speakers of languages other than English, such as: FCAT, Home Learning Tips, Money Management, and Immigration Laws and updates.	ESOL Department Chairperson	8/20/2007	6/5/2008	Secondary School Reform	
Increase communication between parent & teachers through parent-teacher conferences, telephone contacts, team newsletters, and home visits	Team Leaders	8/20/2007	6/5/2008	Improve Public Perception	
Dedicate 1% of Title I funding to support Parental Involvement.	Principal	8/20/2007	6/5/2008	Secondary School Reform	2250

### Research-Based Programs

The Parent Academy  
PTSA Six Standards

### Professional Development

District Advisory Council Training  
Parental Advisory Council Training  
District TRUST Counselor Training

### Evaluation

Title I Monthly School Reports  
Title I attendance rosters at Parent Meetings and at the Parent Resource Center  
Bilingual Parent Outreach Program Attendance Logs  
Volunteer Logs  
Parent Academy Attendance Rosters

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

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

### **Discipline & Safety Statement**

West Miami Middle Community School will promote and maintain a safe and secure learning environment.

### **Needs Assessment**

During the 2006/2007 school year there were a total of 584 days of suspension, 466 of indoor and 118 of outdoor. 105 students were disciplined with 118 days of outdoor suspension. Eighty percent of those students represented a single incident while twenty percent had repeat suspension. Additionally, Students with Disabilities represented 25% of the total number of suspension days indicating a need to address strategies for this population of students.



### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an Alternative to Suspension Program to decrease the percent of indoor/outdoor suspension rates.	Trust Counselor	8/20/2007	6/5/2008	Secondary School Reform	
Promote a school-wide incentive program to encourage appropriate student behaviors.	Assistant Principals	8/20/2007	6/5/2008	Secondary School Reform	
Develop a Progressive Discipline Plan which enables students to correct behavioral problems before they become severe.	Assistant Principals	8/20/2007	6/5/2008	Secondary School Reform	
Identify and monitor Students with Disabilities upon their initial discipline infraction.	SPED Department Chairperson, Assistant Principals	8/20/2007	6/5/2007	Secondary School Reform	

### Research-Based Programs

Not Applicable

### Professional Development

Discipline and Safety Committee will provide inservice training for the staff and students

### Evaluation

Participiation rates in the Alternative to Suspension Program  
2007/2008 Suspension Reports

## 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**

West Miami Middle Community School will have an average of 4 computers in each classroom in order to facilitate the incorporation of technology across the curriculum to supplement instruction.

### **Needs Assessment**

West Miami Middle Community School has one designated computer lab with 28 computers and 20 computer stations in the Media Center. These 48 computers do not adequately serve the student population of over 1100. The placement of individual stations in every classroom will facilitate student usage.

### Measurable Objective

Given an emphasis on the use of technology in education, West Miami Middle Community School will increase the availability of computers in the classroom as evidenced by the creation of classroom mini labs in the core curriculum areas.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students and parents with necessary passwords and information needed to access Parent Internet Viewer, Student Portal, etc.	Assistant Principal, Student Services	8/20/2007	6/5/2008	Secondary School Reform	
Provide teachers with inservice training on the use of Teacher Portal, Examview, Edu-Soft, Compass Learning, and Gizmos.	Assistant Principal	8/20/2007	6/5/2008	Secondary School Reform	
Incorporate the use of school-owned graphing calculators into the mathematics and science curriculum.	Mathematics Department Chairperson	8/20/2007	6/5/2008	Advanced Academics	
Use the bank of classroom computers with the differentiated instruction model.	Assistant Principal	8/20/2007	6/5/2008	Secondary School Reform	
Provide additional computers to assist with student access to technology	Principal	8/20/2007	6/5/2008	Secondary School Reform	140

### Research-Based Programs

Not Applicable

### Professional Development

GIZMOS training for Math and Science Teachers  
 Compass Learning training for ESOL teachers  
 Training on District web-based programs e.g. Teacher Portal, WISE  
 Read 180 Training for teachers new to the program

### Evaluation

Attendance rosters for training classes  
 Usage reports for GIZMOS and Compass Learning  
 Survey of the number of computers available for student use.

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

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

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

West Miami Middle Community School will encourage the participation in fitness activities that promote a healthy lifestyle for overall wellness.

### **Needs Assessment**

The results of the 2006/2007 FITNESSGRAM Test indicated that 48 percent of physical education students scored at the Gold and Silver level

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards the number of students scoring at the Gold and Silver level of the FITNESSGRAM will increase by 2 percent on the 2007/2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer pre and post tests to measure progress towards the FITNESSGRAM.	Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	
Promote the breakfast and lunch program to encourage students to make healthy food choices.	Principal	8/20/2007	6/5/2008	Student Wellness	
Work with the Student Services Department to implement the school's wellness center through the "Shaping the Future" grant to improve student fitness and nutrition.	Principal, Physical Education Teachers, Student Services	8/20/2007	6/5/2008	Student Wellness	13000
Promote extracurricular athletic/sports activities.	Assistant Principals	8/20/2007	6/5/2008	Student Wellness	
Implement the Healthy Schools Program with the development of a school wellness council and the administration of the Healthy School Builder Inventory.	Principal, Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	

### Research-Based Programs

FITNESSGRAM

### Professional Development

FITNESSGRAM Test Training Inservice  
Healthy Schools Program training  
Training on the use of the Wellness Center

### Evaluation

FITNESSGRAM Gold and Silver Scores  
Usage Logs for the School's Wellness Center  
School Wellness Council Agenda/Minutes

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

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

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

West Miami Middle Community School will provide an extensive elective program with an emphasis on the world of work and leisure. Classes in foreign language, technology education, fine arts, and physical education and dance will expose students to a variety of vocational and avocational interests.

### **Needs Assessment**

Students need the opportunity to explore interests and acquire skills. The progression through middle school elective programs presents students this opportunity.

### Measurable Objective

Given an emphasis on the benefits of learning a vocational skill, a second language, playing an instrument, playing a sport, the school will have 50% of students for the 2007/2008 school year participate in elective/athletics/activities as evidenced by student schedules.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate participation of students and their projects in the Miami-Dade County Youth Faire Exhibition.	Youth Fair Sponsor, Assistant Principal	8/20/2007	6/5/2008	Academic Enrichment Opportunities	
Provide students with the opportunity to engage in after school athletics and activities.	Activities Coordinator	8/20/2007	6/5/2008	Healthcare & Healthy Choices	
Promote school-wide presentations of student work/projects completed through the elective department.	Assistant Principal	8/20/2007	6/5/2008	Academic Enrichment Opportunities	
Showcase elective curriculum programs at feeder pattern elementary schools.	Assistant Principal	8/20/2007	6/5/2008	Academic Enrichment Opportunities	

### Research-Based Programs

Not Applicable

### Professional Development

Youth Fair Exhibitor's Workshops  
Middle School Athletics Workshop  
Music Conferences

### Evaluation

After School All Star Program  
Athletics and Activities participation logs  
Performance Programs  
Participation rosters of student projects displayed at the Youth Fair

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

West Miami Middle School will increase its Return on Investment Ranking

### ***Needs Assessment***

West Miami Middle Community School's Return on Investment (ROI) percentile ranking will increase by 1 percentage point



### Measurable Objective

West Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 64th percentile in 2005, to the 67th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	EESAC Chairperson	8/20/2007	6/5/2008	Continuous Improvement Model	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enroll in Management Academy classes on school budget.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal and Community School Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Management Academy classes on school budget

### Evaluation

On the next State of Florida ROI index publication, West Miami Middle School will show progress toward reaching the 67th 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 Committee recommended the funds be allocated for incentive programs, awards, rewards and educational enhancements for our students.

**Training:**

The EESAC Committee recommended that professional development be provided for teachers on accessing and monitoring of student academic information through the use of SPI and Interim Assessment data.

**Instructional Materials:**

The EESAC Committee recommended that funds be allocated for the independent reading component of the Comprehensive Research based Reading Program.

**Technology:**

The EESAC Committee recommended that computer usage be increased through the purchase of student work stations.

**Staffing:**

The EESAC Committee recommended that student/teacher ratios be reviewed for possible reduction of class size and to provide the optimum learning environment

**Student Support Services:**

The EESAC Committee recommended that the Trust Counselor provide an alternative to suspension program for at-risk students. Additionally, the committee recommended that the student services department review student progress bi-monthly for intervention services.

**Other Matters of Resource Allocation:**

The EESAC Committee recommended full compliance with Title 1 allocation of funds for parental involvement and support of the instructional program.

**Benchmarking:**

The EESAC Committee recommended that the status of the implementation of strategies identified in the School Improvement Plan be monitored on a regular basis.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The EESAC Committee recommended the continuation of the use of the progressive discipline plan. A safety committee to review school procedures for possible critical incidents was also recommended.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	88751
Mathematics	96941
Writing	27124
Science	34655
Parental Involvement	2250
Discipline & Safety	0
Technology	140
Health & Physical Fitness	13000
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>262861</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*