

2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: South Miami Middle Community School
District Name: Miami-Dade County
Principal: Dr. Lisa R. Robertson
SAC Chair: Mrs. Claire Greenberg
Superintendent: Mr. Alberto Carvalho
Date of School Board Approval: Pending

VISION and MISSION STATEMENTS

Vision:

South Miami Middle Community School will provide a safe learning environment in which the students will become 21st Century learners, the teachers will become literacy facilitators and the school will become a learning community.

Mission:

South Miami Middle Community School provides opportunities for every student to become a responsible, thinking citizen through an extended family of teachers, parents, students, community and business leaders working together in a safe, caring environment to develop knowledge of careers, technology, the arts and social skills as they relate to the world of work and individual future planning.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

South Miami Middle Community School (SMMCS) is a traditional middle school with a magnet program for the visual and performing arts. The school offers a full-time academic program including gifted, English Language Learners (ELL) and Special Education (SPED) programs and advanced classes. SMMCS services the South Miami Community through its community school, after-school care, and tutorial programs. The facility was built in 1955 and is now 54 years old. The campus sits on 9 acres and includes eight portable classrooms. A new building was constructed in 2001 adding several new classrooms and office space. The school has currently undergone some major renovations, including a total re-roofing, auditorium upgrade, and a sewer drainage connection project. In addition, the school was painted during the summer of 2008.

Over the last four years the school has received state and national recognition for its visual and performing arts programs, including the prestigious Arts Achieve Award and FMEA Secondary Music Enrollment Award. SMMCS also received the Golden School Award for its School Volunteer Program during the 2007-2008 and 2008-2009 school years and anticipates receiving the Five Star Award for the 2008-09 school year.

Unique School Strengths for Next Year

After earning the Five Star Award, Golden School Award, Arts Achieve Award, Florida Music Educators Association (FMEA), Secondary Music Enrollment Award, and having numerous students receive local, state and national recognition in the performing arts during the 2008-2009 school year, South Miami Middle Community School enters the next school year with renewed momentum. The school earned 601 accountability points on the 2009 FCAT securing its eighth consecutive school grade of "A". This indicates an increase from the previous year. The implementation of the School Literacy Plan has contributed to the maintenance of this grade by focusing on specific areas of needs based on FCAT data results.

The school's principal and two assistant principals have been selected to serve on several district committees that focus on topics such as professional development, budget and EESAC. One assistant principal was selected as the District Assistant Principal of the Year runner-up and was accepted to the District's Principal Preparation Program (PPP).

The veteran instructional staff will participate in professional development sessions throughout the year focusing on helping all sub-groups meet Adequate Yearly Progress (AYP). South Miami Middle Community School recently became a Title I school. This status will supply the school with an additional reading coach who will be able to provide the faculty with strategic professional development, coaching, and modeling of best practices.

Unique School Weaknesses for Next Year

We currently have 254 students, or 24.4%, who scored a Level 1 or 2 on the Reading portion of the 2009 FCAT and 253 students, or 24.3 %, who scored a Level 1 or Level 2 on the Mathematics portion of the 2009 FCAT. Due to budget cuts, the school's ability to offer after-school tutorial programs in reading and mathematics will be jeopardized, impacting this group of students. In addition, the early bird and late bird reading intervention classes will be significantly reduced. Budget cuts may also put the after-school detention program, which serves as an alternative to suspension, at risk.

The school will have to work closely with its business partners to generate alternate funding sources to counteract diminished funding. The school will also offer intensive instruction during the regular school day to address the needs of this group of students including small group pull-outs and focused intensive push-ins.

Student Demographics

As a magnet school, SMMCS services students from all areas of Miami-Dade County. The school population of 1040 students consists of 12% Black, 67% Hispanic, 17% White and 4% Other. Transportation is provided for 38.8% of the students and 44% of students are on Free/Reduced Lunch. Students With Disabilities (SWD) account for 9% of the population, English Language Learners (ELL) account for 3% of the population and 27% of the students are Gifted.

Student Attendance Rates

During the 2008-09 school year South Miami Middle Community School improved its attendance percentage by .5% as compared to the 2007-08 school year with a year end attendance percentage of 96.95%. The 96.95% attendance rate was above the district rate of 95.51% in 2008-09 and region rate of 95.83% in 2008-09.

South Miami improved its attendance percentage over the past three years: 96.45% in 2007-08, and 96.42% in 2006-07. Over the years South Miami Middle Community School has also exceeded the rate of the Miami-Dade District that had a 95.45% attendance rate in 2007-08 and 94.96% attendance rate in 2006-07.

The feeder pattern's average was 92.83% in 2006-07, 93.41% in 2007-08 and 93.20% in 2008-09.

Student Mobility

As a magnet school, the majority of students who enroll SMMCS commit to completing a three year program. As a result the school has a low student mobility index. Current available data shows SMMCS had a mobility index during the 2007-08 school year of 13%. The student mobility index for the district, during the 2007-08 school year, was 27%. As a result of the low mobility rate the FTE at SMMCS has remained consistent and the continuity of services offered has been stable.

Student Suspension Rates

During the 2008-09 school year SMMCS decreased its total number of suspensions to 286 as compared to 371 during the 2007-2008 school year. This represents a 22.9% reduction in total number of suspensions.

The total number of outdoor suspensions decreased to 133 in 2008-09 as compared to 156 in 2007-08. Over

the past three years the number of outdoor suspensions was as follows: 132 in 2005-06, 107 in 2006-07, and 156 in 2007-08. EBD students account for 1.8% of the total student population yet represent almost 20% of the total number of outdoor suspensions. As a result of decreased enrollment, the EBD program has been removed from SMMCS for the 2009-10 school year.

During the 2008-09 school year South Miami decreased its number of indoor suspensions to 153 as compared to 215 in 2007-2008 school year. Over the past three years the number of indoor suspensions was as follows: 187 in 2005-06, 135 in 2006-07, and 215 in 2007-08.

The after-school alternative to suspension program has contributed to the overall reduction in outdoor suspensions and indoor suspensions.

Student Retention Rates

South Miami Middle Community School's retention rate is 1.3% as compared to the district rate of 2.7% for middle schools and 4.7% for all schools. The promotion rate is 98.7% as compared to the district rate of 97.3% for middle schools and 95.3% for all schools.

Students enrolled at South Miami Middle Community School have the ability to enroll in PLATO credit recovery courses throughout the school year in order to earn credits needed for grade promotion.

Class Size

The population by grade level is 356-6th grade, 342-7th grade and 342-8th grade. A concerted effort has been made to reduce class size in all subject areas to reduce discipline problems and strengthen the ability that teachers have to provide differentiated instruction. Our current class size is well within the state Class Size Amendment. The school's teacher/student ratio is at 19.58 in grade 6, 20.12 in grade 7, 21.00 in grade 8, 26.00 for ELL students, and 11.66 for Students With Disabilities (SWD). The average class size in inclusion classrooms is 14.6 in 6th grade and 15.62 in 7th grade.

Academic Performance of Feeder Pattern

As a magnet school, South Miami Middle Community School (SMMCS) has students from throughout the District. The feeder elementary schools have high academic achievement. Coral Terrace Elementary decreased its grade from a "B" to a "C"; Emerson Elementary improved its grade from a "B" to an "A"; David Fairchild Elementary maintained its grade of an "A"; Flagami Elementary maintained its grade of an "A"; Ludlam Elementary improved its grade from a "B" to an "A"; Sylvania Heights Elementary maintained its grade of an "A"; South Miami K-8 Center maintained its grade of an "A". None of the 7 feeder pattern elementary schools met AYP during the 2008-09 school year. West Miami Middle School is the only other Middle School in the South Miami Feeder Pattern. West Miami maintained its grade of an "A". West Miami Middle School did not meet AYP during the 2008-09 school year. SMMCS feeds into South Miami Senior High. South Miami Senior High increased its grade from a "D" to a "B" and improved AYP for all sub-groups.

Partnerships and Grants

South Miami Middle Community School will continue its partnership with the Children's Trust which provides a full clinic staffed with a part-time registered nurse, full-time nursing assistant and a part-time social worker that services all students. The clinic is part of the District's partnership with Health Connect in Our Schools and The Children's Trust.

South Miami Middle Community School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Exceptional Student Education, Staff Development Department, local universities, ELL/LEP Programs, the Parent Academy, the Parent Teacher Association/ Parent Teacher Student Association (PTA/PTSA). These collaborative efforts will eliminate gaps in service for the ELL students and children with disabilities. An avenue will be provided for sharing information about available services and for helping to eliminate duplication and

fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Specific interventions such as Differentiated Instruction/Intervention, classroom libraries, and Project Creating Independence Through Student-Owned Strategies (CRISS) will be utilized to assist students in the lowest performing subgroups through a pull out program model.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance measures, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT Performance Measures, and AYP information along with the associated school year)
Principal	Dr. Lisa R. Robertson	Bachelor of Arts – Early Childhood and Elementary Education; Master of Science – Exceptional Student Education; Doctorate – Educational Leadership	4	13	<p>Principal of South Miami Middle Community School in 2008-09: Grade: A, Reading Mastery: 80, Math Mastery: 81, Science Mastery: 56, Writing Mastery: 97. AYP: 95% with our Black subgroup not meeting AYP in reading and math.</p> <p>2007-08: Grade: A, Reading Mastery: 79, Math Mastery: 82, Science Mastery: 62, Writing Mastery: 93. AYP: 97% Black subgroup did not make AYP in math.</p> <p>2006-07: Grade: A, Reading Mastery: 76, Math</p>

					<p>Mastery: 81, Science Mastery: 58, Writing Mastery 92. AYP: 97% Black subgroup did not make AYP in reading.</p> <p>2005-06: Grade: A, Reading Mastery: 78, Math Mastery: 81. Writing Mastery: 88%. AYP: All subgroups met AYP.</p> <p>Assistant Principal of Palmetto Miami Middle School in</p> <p>2004-05: Grade: A, Reading Mastery: 74, Math Mastery: 78, AYP: Provisional status.</p>
Assistant Principal	Mr. Eric Acosta	Bachelor of Arts– Social Studies Education; Master of Science – Secondary Education; Specialist. – Educational Leadership	2	5	<p>Assistant Principal of South Miami Middle Community School in</p> <p>2008-09: Grade: A, Reading Mastery: 80, Math Mastery: 81, Science Mastery: 56. Writing Mastery: 97. AYP: 95% with our Black subgroup not meeting AYP in reading and math.</p> <p>2007-08: Grade: A, Reading Mastery: 79, Math Mastery: 82, Science Mastery: 62, Writing Mastery: 93. AYP: 97% Black subgroup did not make AYP in math.</p> <p>Assistant Principal of Design and Architecture Senior High School in</p> <p>2002-03: Grade: A, Reading Mastery: 74, Math Mastery: 92.</p> <p>Assistant Principal of Doral Middle School in</p> <p>2001-02:</p>

					Grade: A, Reading Mastery: 67 , Math Mastery: 62
Assistant Principal	Ms. Katyna Lopez-Martin	Bachelor of Science-Exceptional Student Education; Master of Science-Education Leadership	5	5	<p>Assistant Principal of South Miami Middle Community School in 2008-09: Grade: A, Reading Mastery: 80, Math Mastery: 81, Science Mastery: 56, Writing Mastery: 97. AYP: 95% with our Black subgroup not meeting AYP in reading and math.</p> <p>2007-08: Grade: A, Reading Mastery: 79, Math Mastery: 82, Science Mastery: 62, Writing Mastery: 93. AYP: 97%. Black subgroup did not make AYP in math.</p> <p>2006-07: Grade: A, Reading Mastery: 76, Math Mastery: 81, Science Mastery: 58, Writing Mastery: 92. AYP: 97%. Black subgroup did not make AYP in reading.</p> <p>2005-06: Grade: A, Reading Mastery: 78, Math Mastery: 81, Writing Mastery: 88. AYP: All subgroups met AYP.</p> <p>2004-05: Grade: A, Reading Mastery: 70, Math Mastery: 76, Writing Mastery: AYP: Provisional Status.</p>

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance

record with increasing student achievement at each school, including history of school grades, FCAT performance measures, and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science, and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT Performance Measures, and AYP information along with the associated school year)
Varying Exceptionalities,, Specific Learning Disabilities	Liliana Brizo	Bachelor of Science- Elementary Education and ESE, Masters of Science- Reading Certifications: Language Arts Middle, Reading K-12	2	2	<p>Reading Coach of South Miami Middle Community School in</p> <p>2008-09: Grade: A, Reading Mastery: 80, Math Mastery: 81, Science Mastery: 56, Writing Mastery: 97. AYP: 95% with our Black subgroup not meeting AYP in reading and math.</p> <p>2007-08: Grade: A, Reading Mastery: 79, Math Mastery: 82, Science Mastery: 62, Writing Mastery: 93. AYP: 97% Black subgroup did not make AYP in math.</p> <p>Reading Teacher of Palmetto Middle School in</p> <p>2006-07: Grade: A, Reading Mastery: 80, Math Mastery: 79, Science Mastery: 61, Writing Mastery: 99. AYP: Black and Free/Reduce subgroups did not make AYP in reading.</p> <p>2005-06:</p>

					<p>Grade: A, Reading Mastery: 82, Math Mastery:80, Writing Mastery: 98. AYP: Provisional Status</p> <p>2004-05: Grade: A, Reading Mastery: 74, Math Mastery:78, Writing Mastery: 98. AYP: Provisional Status</p>
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HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with principal	Principal	On-going	
2. Partnering new teachers with highly effective veteran staff	Assistant Principal	On-going	
3. Assign new teachers to a mentor teacher	Assistant Principal	On-going	
4. Soliciting referrals from current employees and parents	Principal	N/A	May 2010 Faculty Meeting; August 2009 Parent Orientation

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Abner Reyes	Professional Educator's: Physical Education; Driver's Education	7 th Grade Science and 6 th and 7 th Grade Reading	Mr. Reyes added Middle School Integrated Curriculum. He has completed all of the Reading Endorsement course work. He has submitted all of the necessary paperwork and is waiting processing from the state.
Aycel Medina	Professional Educator's: Family and Consumer Science	6 th Grade Reading	Ms. Medina is completing the final phase of the Reading Endorsement course requirements.
Robert Rabelo	Professional Educator's: Special Learning Disabilities;	7 th Grade ESE Mathematics, 7 th Grade ESE Science and 7 th	Mr. Rabelo is currently working on content area certification.

	Emotionally Handicapped	Grade ESE Social Studies	
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Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
50	0 (0%)	15 (30%)	20 (40%)	15 (30%)	20 (40%)	47 (94%)	1 (2%)	5 (10%)	1 (2%)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

<p>Title I, Part A</p> <p>Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, implement, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic pattern of student needs while working with regional/district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the schoolwide program include an extensive Parental Program; Supplemental Educational Services (if applicable); and support services to students displaying additional needs in the populations such as homeless, migrant, and neglected and delinquent students.</p>
<p>Title I, Part C- Migrant</p> <p>N/A</p>
<p>Title I, Part D</p>

N/A
Title II The District uses supplemental funds for improving basic education as follows: <ul style="list-style-type: none"> • training to certify qualified mentors for the New Teacher (MINT) Program • training for add-on endorsement programs, such as Reading, Gifted, ESOL • training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community
Title III N/A
Title IV N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs The school offers a non-violence and anti-drug program to students through the student services department that incorporate field trips, community service, D.F.Y.I.T (200 members strong) and counseling.
Nutrition Programs 1) The school adheres to and implements the nutrition requirements stated by the District. 2) Nutrition education, as per state statute, is taught through physical education. 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. 4) SMMCS was a Health Connect School for the first time and will continue services into the 09-10 school year.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education Students will complete their career portfolios during their middle school years identifying areas of interest for them to pursue upon entrance into high school and academy selection.
Job Training N/A
Other Parental Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through the development (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to

empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential “as-needed services” will be provided to any students in the school living outside of their home, in a shelter or unspecified location as applicable.

Response to Instruction/Intervention (Rtl)

School-based Rtl Team

Identify the school-based Rtl Leadership Team.

Principal: Provides a general vision for the use of data-based decision-making, ensures that the school-based curriculum council is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

General Education Department Chairpersons: Provides information about core instruction, participates in student data collection and collaborates with other staff to implement best practices and interventions for low performing students.

Exceptional Student Education Chairperson: Participates in student data collection, integrates core instructional activities/materials and collaborates with general education teachers through inclusion classes and child study teams.

Instructional Coach(es) Reading: Develops, implements, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and coordinates the school-wide literacy plan.

Curriculum Instructional Specialist: Provides guidance on the literacy plan; facilitates and supports data collection activities; assists in data analysis; and provides professional development and technical assistance to teachers regarding data based instructional planning.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).

The South Miami Middle School Curriculum Council (SCC) is an extension of the leadership team and serves as a forum for input from teachers, support staff, and administrators on the operations of the school. The SCC provides structure for effective shared decision-making at the school level. The fundamental purpose of the council is to determine the school's educational program through the School Improvement Plan (SIP). Through the SIP, the council will develop the educational plan for our school and identify the goals, priorities and strategies to help implement that plan. The SCC will meet on a monthly basis and will discuss areas such as curriculum, instructional programs, technology, professional development, pupil support services and parent involvement. The SIP is continually reviewed and modified to ensure that our students have programming and resources in place to help them achieve to their greatest potential.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

The SMMCS Curriculum Council acted as an advisory group on curriculum matters for the school. It provided a

forum within the school to study, analyze, discuss, and ultimately recommend the possibilities and/or alternatives for curriculum matters and concerns. The Council served as the school's main vehicle in reviewing and reconsidering additions, deletions, and changes to the school's SIP. The SMMCS Curriculum Council met with the School Advisory Council (EESAC) to help develop the SIP. The team provided data on academic and social/emotional areas that needed to be addressed, helped set clear expectations for instruction, facilitated the development of a systemic approach to teaching and aligned processes and procedures.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), STAR Testing, Florida Comprehensive Assessment Test (FCAT), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), STAR Testing, Interim Assessments, Journey Reading Assessment

End of year: FCAT, Interim Assessments

Frequency of Data Days: Data Chats are conducted quarterly

Describe the plan to train staff on Rtl.

The delivery of staff development will take place in the form of workshops, conferences, and presentations. Teachers also have the option of taking courses through the Teacher Education Center. Professional development will be provided during teachers' common time, early release days, weekly department meetings and monthly IGLT meetings. Two research-based PD sessions entitled "Classroom Assessment for Student Learning" and "Differentiation of Instruction for the Mixed-Ability Classroom" will take place in mid-August and in October.

The SCC team will also evaluate additional staff PD needs during the weekly department meetings.

School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strength: Students are performing above district and state averages across all level in reading, mathematics and science.

2009 FCAT Reading data revealed: Main Idea/Purpose is an area of strength for 6th grade students with 75% of the questions being answered correctly; Reference/Research is an area of strength for 7th grade students with 83% of the questions being answered correctly; Words/Phrases and Reference/Research are both areas of strength for 8th grade students with 75% of the question being answered correctly. Proficiency levels were: 6th grade 73%; 7th grade 82%; 8th grade 71%.

2009 FCAT Mathematics data revealed: Geometry is an area of strength for 6th grade students with 78% of the questions being answered correctly; Data Analysis is an area of strength for 7th grade students with 78% of the questions being answered correctly; Number sense is an area of strength for 8th grade students with 67% of the

questions being answered correctly. Proficiency levels were: 6th grade 70%; 7th grade 77%; 8th grade 80%.

2009 FCAT Science data revealed that Scientific Thinking is an area of strength for 8th grade students with 64% of the questions being answered correctly.

2009 FCAT Writing data shows an improvement in the percentage of students scoring a 3.5 or higher (95%) and the percentage of students scoring 4.0 or higher (91%). This demonstrates a steady positive trend over the past five years of an increase in the percentage of students scoring at mastery level or above.

Weakness:

2009 FCAT Reading data revealed that Words/Phrases is an area of weakness for 6th grade and 7th grade students with 63% of questions being answered correctly by 6th grade students and 71% of questions being answered correctly by 7th grade students. Comparison was an area of weakness for 8th grade students with 67% of questions being answered correctly.

2009 FCAT Mathematics data revealed that Measurement was an area of weakness for 6th grade students with only 56% of the questions being answered correctly. Geometry was an area of weakness for 7th grade students with only 50% of the questions being answered correctly.

2009 FCAT Science data revealed that Earth/Space was an area of weakness for 8th grade students with 55% of the questions being answered correctly.

2009 FCAT Writing data revealed that our students score lower in the persuasive essay (4.5) when compared to the expository essay (4.6) scores.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars (IFCs) were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the Fall Interim Assessment, and again after the Winter Interim Assessment in January 2010 as determined by the disaggregated data.

The 2009 FCAT results were utilized to develop the IFCs. Data results from the Fall Interim Assessment and Winter Interim Assessment will also be utilized.

Teachers will be responsible for determining the instructional focus of whole group lessons and small group/differentiated instruction. These IFCs will be discussed at monthly interdisciplinary grade level team meetings and revisions made if necessary.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results. SMMCS will utilize the student dashboard data to plan interventions, enrichment and goal setting activities.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggle with IFC implementation.

<p>Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities and utilize the support of their colleagues during weekly team meetings.</p>
<p><i>Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?</i></p>
<p>Reading: Words/Phrases was the least proficient strand across grade levels and will be given priority focus.</p> <p>Mathematics: Measurement was the least proficient strand in 6th grade and will be given priority focus. Geometry was the least proficient strand in 7th grade and will be given priority focus.</p> <p>Science: Earth/Space was the least proficient strand and will be given priority focus.</p> <p>Writing: Organization was the least proficient strand and will be given priority focus in the persuasive essay.</p>
<p><i>What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?</i></p>
<p>Once the FCAT scores were released, the administration determined student learning gains by teacher and some adjustments to the master schedule were done to facilitate access to high performance teachers by both low-performing and high-performing students.</p>
<p><i>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</i></p>
<p>SMMCS offers relevant elective courses in the performing and visual arts as part of its magnet program. These courses expose students to real-world experiences that prepare them for future employment in the field of broadcasting, visual arts, performing arts and photography.</p> <p>As part of the curriculum each unit of study incorporates practical, real-world application of skills to ensure the material is relevant for all learners. Professional development activities will also expose teachers to current events that can be shared with their students and assist them to make relevant connections to the curriculum.</p>
<p><i>How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?</i></p>
<p>SMMCS offers relevant elective courses in the performing and visual arts as part of its magnet program. These courses focus on job skills and offer students real-world experiences.</p> <p>An annual magnet fair is conducted to educate the community, parents and interested students on next year's curriculum to assist in their course selection. Additionally, weekly magnet tours offer parents and students the opportunity to visit classrooms and see the curriculum at work.</p> <p>Student service personnel meet with students and offer one-on-one time to decide what classes will be taken. The subject selection sheet is sent home to parents for their signature.</p>

DO
Direct the Instructional Focus
<p><i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i></p>
<p>Departments meet bi-weekly to determine areas of students' strengths and weaknesses as demonstrated by class work and assessment results. Lesson plans will be created utilizing differentiated instruction as a strategy for teachers to follow. Lesson plans will account for all academic levels of students; below mastery, at mastery and above mastery.</p> <p>Teachers will meet bi-weekly in department meetings to share best practices and resources. Additionally, teachers will meet monthly in Interdisciplinary Grade Level Team (IGLT) meetings to share cross-curricular best practices and resources.</p>

<i>How are instructional focus lessons developed and delivered?</i>
Focus lessons will be provided through the school-wide literacy plan (Wildcat Time) by instructional coaches and department chairs for each subject area based on a review of previous assessments indicating where students were struggling.
The focus lessons will be selected by the instructional coaches and department chairs and will be aligned to the Annually Assessed Benchmarks. The 15-20 minute focus lesson will be taught through the 30 minute Wildcat Time during fourth period.
Content area teachers will be responsible for teaching these lessons.
<i>How will instructional focus lessons be revised and monitored?</i>
Student mastery on Interim Assessments will determine if the focus lessons need to be revised and/or re-taught.
Teachers and administrators will evaluate the effectiveness of the focus lessons by analyzing data results for the Interim Assessments, benchmark assessments and class work.

CHECK
Assessment
<i>Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.</i>
Mini benchmark assessments will be administered to monitor student comprehension. Five questions per Benchmark will be utilized for assessment purposes and will be administered on a monthly basis.
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i>
Mastery will be set at 75%. The assessment results will be used to determine the instructional focus of the whole group lessons. Frequently missed questions will be re-taught and teachers will differentiate their instruction based on assessment results. Intensive instruction will be provided for students earning less than 50% mastery and additional opportunities will be provided for students earning between 50%-70% mastery. Enrichment activities will be provided for students scoring above mastery level.
Maintenance
<i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i>
Students at or above mastery levels will be provided with enrichment activities offered through their core basal program to ensure they maintain mastery levels.
<i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i>
Teachers will meet by content area bi-weekly to review formative and summative assessment data. The meeting will be facilitated by the department chairperson and/or instructional coaches. The department chairperson will designate a teacher to keep minutes of the meeting. Copies of the minutes and agendas will be collected by the appropriate subject area administrator. Members of the administrative team will attend meetings on a rotating basis.
Monitoring
<i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i>
The Principal and Leadership Team will meet with teachers during bi-weekly department meetings, bi-weekly faculty meetings, or one-on-one to discuss assessment data results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Special attention will be given to special needs populations.
The instructional coaches will model lessons using whole group and/or small group instruction as a way to assist teachers in providing instruction. The instructional coaches will assist teachers with the process of grading, recording and charting student progress.

ACT
Supplemental and Intensive Instruction/Interventions
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
Reading: Holt Elements; Prentice Hall Writer’s Workshop; Wordly Wise; Journeys; Language Mathematics: Glencoe Concepts and Application; Glencoe Pre-Algebra; Glencoe Algebra; VMath Science: Glencoe Florida Science, GIZMOS, Brain POP
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
State adopted instructional materials will be utilized in the classroom. Additional computer based programs such as Journeys, FCAT Explorer, GIZMOS, and Discovery Education will also be utilized. Instructional strategies and best practices discussed during IGLT meetings will be utilized as a way to provide different methods of providing instruction in non-mastery areas. Resources and strategies provided at professional development workshops will also be utilized. Students who consistently perform at a non-mastery level will participate in a pull-out program during Wildcat Time.
<i>How does the school identify staff’s professional development needs to improve their instructional strategies?</i>
Professional development sessions are determined based on teacher needs assessment survey, administrative observations and student performance data.
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
Level 1 and Level 2 students receive supplemental and intensive instruction/intervention. Additional intervention is provided to students who consistently demonstrate academic difficulty on Interim Assessments and monthly benchmark assessments. Students not making mastery will be offered assistance during the regular school day from instructional coaches during Wildcat Time.
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
Instructional coaches participate in weekly debriefing sessions to discuss student progress based on intervention activities, strategies and observations. Ineffective strategies will be discontinued and replaced.
Enrichment
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
Students who typically exceed mastery levels will be offered advanced and gifted courses. Students are recruited to participate in the National Junior Honor Society and after-school advanced academic programs (chess club, peer tutor, etc.)
<i>Describe how students are identified for enrichment strategies.</i>
Placement in higher level courses and academic programs is based on FCAT results, assessment results that demonstrate consistent proficient/mastery levels, and teacher recommendation. Parent conferences are held with the recommending teacher and guidance counselor to inform all stakeholders of the process and expectations of the programs.

Professional Learning Communities

Describe the school’s use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
<p>The Professional Development Liaison (PDL) will be trained prior to the opening of the 2009-2010 school year and again in the Fall during the Professional Development Day on October 19, 2009. This training will include the variety of ways to organize a PLC at their work location.</p>	<p>Returning PDL's have received training and new PDL's will receive training in order to train multiple teams of PLC Leaders at each work location. The teams may be comprised of a Principal/Assistant Principal, Department Chairperson, and/or subject area specialist. They will work with the PDL at the school site.</p>	<p>Once the focus and group dynamics of PLC have been determined, the PDL will propose a course (School-based component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location and times are submitted for approval.</p>	<p>Once the focus and group dynamics of PLC have been determined, the PDL will propose a course (School-based component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location and times are submitted for approval.</p>	<p>The PDL will be offered training in Lesson Study during the first semester in 2009.</p>

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
 Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification
 Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification
 Attach a copy of the SES Notification to Parents

Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

On the 2010 FCAT, 81% of students will meet high standards in reading. On the 2010 FCAT, 72% of students in the Black subgroup will meet high standards in reading.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on 2009 FCAT Reading Assessment, 80% of students were proficient in reading. In grades 6-8, 80% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents a 1% increase compared to 79% who achieved mastery in 2008. The sixth and seventh grades lowest mastery levels were in the content cluster of Words and Phrases. Grade eight's lowest mastery was in comparisons.	Given instruction using the Sunshine State Standards, 81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT reading test.	1. The school will implement the new FAIR assessments to monitor student progress.	1. Principal, Reading Coach	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments
		2. Utilize Wordly Wise in our Language Arts curriculum to improve word recognition and vocabulary development weekly through LA.	2. Language Arts Teachers, Reading Coach	2. Weekly vocabulary assignments	2. Biweekly vocabulary assessments
		3. Execute the school-wide Literacy Plan which implements and assesses the use of Accelerated Reader and Reading Plus across the curriculum.	3. Language Arts Teacher, Media Specialist, Reading Coach, Principal	3. Assess student progress on weekly targeted skills	3. Teacher-made assessments, AR Tests, Read Plus Assessments
In grades 6-8, 70% of students achieved learning gains on the 2009 administration of the FCAT Reading	Given instruction using the Sunshine State Standards, 71% of students in grades	1. Utilize the District Language Arts/Reading Curriculum Pacing Guide to ensure	1. Reading Coach, Language Arts Teachers	1. Lesson plans will be reviewed during classroom walkthroughs by administration and will	1. Department Chair Review Administrator Review

Test. This represents an increase of 3% compared to 67% who achieved learning gains in 2008.	6-8 will make learning gains on the 2010 FCAT Reading test.	that all SSS Benchmarks are covered during the appropriate nine-week period throughout the 2009-2010 school year.		be reviewed as a department quarterly.	
Based on the 2009 FCAT Reading data, 54% of Black students met reading proficiency. This represents an increase of 2% compared to 52% who met reading proficiency in 2008.	Given instruction using the Sunshine State Standards, 72% of Black students in grades 6-8 will meet reading proficiency.	1. Determine core instructional needs by reviewing FAIR assessment data for all Black students reading below proficiency level.	1. Reading Coach	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT Reading Test.	1. Understanding FAIR data reports and how to utilize the data to drive instruction	Reading Coach	August 2009	Lesson Plans Classroom visits Implementation of pacing guides	Principal, Reading Coach
72% of Black students in grades 6-8 will meet reading proficiency.	2. Effective Intervention: The Wildcat Mentor Program	Administrative Staff, Counselors, Title I Teachers	August 2009	Mentor Meetings	Principal, Reading Coach, Title I Teachers, Counselors

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

On a monthly basis, the Reading Coach will review best practices in the area of reading with all staff. This will occur through the Interdisciplinary Grade-Level Team (IGLT) meetings. Focus Lesson activities aligned with the reading instructional focus calendars will also be used in social studies on a daily basis. The school will participate in a literacy block where every teacher will teach focused literacy lessons.

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT	Wordly Wise Workbooks	Internal Funding	8,009.55

Reading Test.			
81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT Reading Test.	Voyagers Journey	District	13,500.00
81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT Reading Test.	Language	District	12,880.22
			Total: 34,389.77
Technology			
Objective	Description of Resources	Funding Source	Available Amount
81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT Reading Test.	Accelerated Reader	Internal Funds	5,162.96
81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT Reading Test.	Reading Plus	District Funds	
			Total:5,162.96
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
81% of students in grades 6 through 8 will achieve mastery in reading on the 2010 FCAT reading test.	Temporary Coverage for Professional Development	Internal Funds	1,500.00
			Total: 1,500.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Reading Goal

Mathematics Goal

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

During the 2009-2010 school year, 82% of students will score a Level 3 or higher on the 2010 FCAT Mathematics Test. On the 2010 FCAT Mathematics Test, 74% of the students in our Black sub-group will meet high standards.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
<p>In grades 6-8, 81% of our students achieved mastery level of a three or higher on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 1% compared to 82% who achieved mastery in 2008. Content Cluster analysis identified improvement needed in Measurement (56%) in grade 6, Geometry (50%) in grade 7 and in grade 8 Measurement (58%), Geometry (58%), Algebraic Thinking (58%) and Data Analysis (58%).</p>	<p>Given instructions using the Sunshine State Standards, 82% of the students in grades 6-8 will achieve mastery of a level three or higher on the 2010 administration of the FCAT Mathematics Test.</p>	<p>1. Utilize District Mathematics Curriculum Pacing Guides to ensure that all Sunshine State Standard Benchmarks are covered during the appropriate nine-week period throughout the 2009-2010 school year.</p>	<p>1. Mathematics Teachers</p>	<p>1. Interim Tests</p>	<p>1. Reports generated from the Interim Tests</p>
		<p>2. Incorporate FCAT Mathematics Focus Lesson s once a week through school Literacy Plan.</p>	<p>2. All Wildcat Teachers</p>	<p>2. Focused walkthroughs by administrators will be used to ensure that all Wildcat Teachers are implementing the Mathematics Literacy Plan.</p>	<p>2. Progress of all students on Departmental Benchmark Assessments</p>
		<p>3. Implement weekly critical thinking word problems across all grade levels.</p>	<p>3. Mathematics Teachers</p>	<p>3. Review student work</p>	<p>3. Think-Solve & Explain teacher made assessment exams</p>
<p>Based on the 2009 FCAT Mathematics Test, 69% of the lowest 25% quartile showed learning gains. This represents an increase of 2% compared to 67% who showed learning gains in 2008.</p>	<p>Given instruction using the Sunshine State Standards, 74% or more of the lowest 25% quartile will make learning gains on the 2010 administration of the FCAT Mathematics Test.</p>	<p>1. Determine core instructional needs by reviewing common assessment data for all students within the Lowest 25% quartile. Plan differentiated instruction using evidence-based instruction/ interventions within the classroom.</p>	<p>1. Mathematics Teachers</p>	<p>1. Mathematics Department will review common Interim Assessment data to determine progress towards benchmarks.</p>	<p>1. Common assessments tied to Sunshine State Standards administered weekly</p>
		<p>2. Plan supplementary instruction/ intervention through intensive math classes for students not responding to core instruction. Focus of instruction will be determined by review of common assessment data and will include use of Voyager Math.</p>	<p>2. Intensive Math Teacher</p>	<p>2. Intensive Mathematics Teacher will review common assessment data monthly to determine progress towards benchmarks.</p>	<p>2. Common assessments tied to Sunshine State Standards administered weekly</p>
		<p>3. Plan targeted intervention will include Hands-On</p>	<p>3. Mathematics Department</p>	<p>3. Mathematics Teacher monitoring</p>	<p>3. Common assessments tied to Sunshine State</p>

		Activities, small and large group activities.			Standards administered weekly
In grades 6-8, 55% of Black students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 2% compared to 53% of Black students who achieved mastery in 2008.	Given instruction using the Sunshine State Standards, 74% of Black students in grades 6-8 will achieve on the 2010 administration of the FCAT Mathematics Test.	1. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	1. Principal, Mathematics Teachers	1. Mathematics Department will create Hands-On activities which will correspond with the different grade levels	1. Reports generated through administrative walk-throughs
		2. Supplementary instruction using Florida Achieves	2. Mathematics Teachers	2. Data reports driven from Florida Achieves Assessment program	2. Data reports driven from Florida Achieves Assessment program
		3. Identify and closely monitor the progress of the lowest 25 percentile through the Teacher Mentoring Program.	3. All teachers participating in the School-wide Mentoring Program	3. Weekly teacher contact with mentees	3. Progress of individual students within each 9 week grading period

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 6-8, 82% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective implementation of the Instructional Focus Calendar.	Mathematics Teachers	August 2009	Modeling of 9 Weeks-at-a Glance	Mathematics Department Chairperson
In grades 6-8, 82% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Differentiated Instruction: Florida Achieves	Media Specialist	October 2009	Administrators will conduct targeted walk-throughs to monitor effectiveness of Florida Achieves	Administrative Team

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
In grades 6-8, 82% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Florida Achieves	Internal Funds	
In grades 6-8, 74% of Black Students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Voyager Math	Internal Funds	2,000.00
			Total: 2,000.00
Professional Development			

Objective	Description of Resources	Funding Source	Available Amount
82% of students will score a Level 3 or higher on the 2010 FCAT Mathematics Test.	Effective use of benchmark assessment results	N/A	\$ 00
82% of students will score a Level 3 or higher on the 2010 FCAT Mathematics Test.	Temporary Coverage for Professional Development	Internal Funds	1,500.00
			Total: 1,500.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Mathematics Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

53% of the grade eight students will score Level 3 or higher on the 2010 FCAT Science Assessment

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on 2009 FCAT Science data 52% of the students achieved Level 3 and higher. This represents a decrease of 4% compared to 56% who achieved Level 3 or higher in 2008. The lowest Content Cluster is Earth/Space (55%).	Given instruction using Sunshine State Standards, 62% of the grade eight students will score at Level 3 or higher on the 2010 FCAT Science Assessment	1. Tier 1: All students (all grades) will complete hands-on and/or virtual laboratory activities weekly and use a common lab report format to document hands-on investigations	1. Teachers, Science Department Chairs	1. Grade level teachers will review results of common assessment data every 9 weeks to determine progress toward benchmark. Focus Calendars (scheduling for labs and assessments) will be implemented and monitored by department chairs.	1. Common assessments tied to Florida Science Standards administered per chapter/topic. Lab Logs. GIZMOS Assessments. Focus Calendars.
		2. Tier 2: Students not responding adequately to core instruction will be provided supplemental small science group instruction or assignments based on need	2. Teachers, Science Department Chairs	2. Grade level teachers will review results of common assessment data every 5 weeks to determine progress toward benchmark.	2. Specific assessments tied to Florida Science Standards administered per chapter/topic
		3. Tier 3: Students not responding to core plus supplemental instruction will	3. Teachers, Science Department Chairs	3. Grade level teachers will review results of common assessment data and class work, home learning and	3. Progress on class work, home learning and projects in addition to specific assessments tied to

		receive targeted interventions based on need. These interventions will be matched to individual students needs to be evidence-based and provided in addition to core.		project every 2 weeks to determine progress toward benchmark.	Florida Science Standards administered per chapter/topic
Based on 2009 FCAT Science Life Science cluster data 62% of the students achieved Level 3 and higher. This represents a decrease of 7% compared to 69% who achieved Level 3 or higher on the Life Science Cluster in 2008	Given instruction using Sunshine State Standards, students in grade eight will increase their proficiency level by 3% in the Life Science cluster as compared to the 2008 FCAT Science results	1. Utilize hands—on and/or virtual laboratory experiments based on Life Science topics using science station models 2. Provide real-world science experiences and engaging activities based on Life Science topics	1. Principal and Science Department Chairs 2. Principal and Science Department Chairs	1. The Focus calendar, specific to Life Science will be implemented and monitored 2. Teachers will utilize science journals/logs. These logs will be monitored consistently.	1. Improvement on the Life Science mini-assessments, GIZMOS Assessments 2. Improvement on the Life Science mini-assessments, Lab Logs

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using Sunshine State Standards, 62% of the grade eight students will score at Level 3 or higher on the 2010 FCAT Science Test.	1. Effective instruction using the Science Station Model (targeted differentiated instruction)	1. Science Department Teachers	September 2009	1. Science Chairs will attend the training and ensure strategies are implemented	Assistant Principal, Science Chairs
Given instruction using Sunshine State Standards, 62% of the grade eight students will score at Level 3 or higher on the 2010 FCAT Science Test.	2. Effective use of the new District Science Pacing Guides and Next Generation Sunshine State Standards	2. School personnel in collaboration with the District	August 2009	2. Common meeting minutes will be reviewed to ensure pacing trends are discussed and lesson plans are developed	Science Department Chairs Administrators

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Glencoe Science	Core Basil	District	65,636.82
Holt Earth Science	Core Basil	District	15,092.20
			Total: 80,729.02
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using Sunshine State Standards, 53% of the grade eight students will score at Level 3 or higher on	GIZMOS (virtual laboratory activities)	Internal Funds	3,082.50

the 2010 FCAT Science Test.			
Given instruction using Sunshine State Standards, 53% of the grade eight students will score at Level 3 or higher on the 2010 FCAT Science Test.	Brain Pop (virtual laboratory activities)	Internal Funds	975.00
			Total: 4,057.50
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
Given instruction using Sunshine State Standards, 53% of the grade eight students will score at Level 3 or higher on the 2010 FCAT Science Test.	Temporary Coverage for Professional Development	Internal Funds	1,500.00
			Total: 1,500.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Science Goal

Writing Goal

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or decrease? What is the percent change?

During the 2010 FCAT Writing Essay, 99% of students will score a 3 or higher.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
On the 2009 administration of the FCAT Writing Test, 97% of students in Grade 8 scored level 4.0 or above in writing.	Given instruction using the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 91% of the grade eight students will achieve a 4.0 or above.	1. Students will use the writing process daily. Drafts and works in progress will be maintained in a student writing portfolio.	1. Principal, Department Chair, Language Arts Teachers	1. Weekly student conferences regarding writing portfolio	1. Writer's Portfolio depicting progress between Pretest prompt and mid-year prompt
		2. Conduct FCAT Writes Boot Camp	2. Principal, Department Chair, Language Arts Teachers	2. Student responses to FCAT Writes Boot Camp prompts	2. Language Arts teacher evaluation
		3. Writing Focus Lessons once a week during Wildcat time	3. Language Arts Teachers	3. Weekly work that is reviewed, corrected and maintained in student portfolio	3. Results of focus lessons depicting progress toward targeted skills recorded weekly

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
91% of the grade eight students will achieve a 4.0 or above.	1-3. Teaching the use of revision and editing strategies.	Language Arts Teachers in collaboration with the District	September 2009	Monitor student writing portfolios, notebooks or journals.	Principal, Department Chair, District Language Arts Supervisor Teachers
91% of the grade eight students will achieve a 4.0 or above.	Provide a core group of teachers with Write Traits training	Principal, Department Chair, LA Teachers, District	October 2009	Student writing samples from trained language arts teachers	District Administrators Department Chairperson

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Technology			
Objective	Description of Resources	Funding Source	Available Amount
N/A			
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
91% of the grade eight students will achieve a 4.0 or above.	Temporary Coverage for Professional Development	Internal Funds	1,000.00
			Total: 1,000.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Writing Goal

Parent Involvement Goal

Needs Assessment:

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on the 08-09 School Climate Survey, 93% of parents feel the overall atmosphere at South Miami Middle is positive and helps their child learn.	There will be a maintenance of or a 1% increase in the parent overall satisfaction in SMMCS.	1. Security and clerical staff will participate in customer service training.	1. Assistant Principal	1. Distribute the 09-10 District Climate Survey to parents when available	1. Results of the 09-10 Climate Survey
		2. Access to the updated Parent Resource Center (PRC)	2. Assistant Principal	2. Maintain updated information and locate the PRC to a location easily accessible for parents	2. Parent Interviews and feedback
		3. Teachers are encouraged to make regular phone calls with positive messages and use the Spot Success program for students to share with their parents.	3. Teachers	3. Phone logs and SpotSuccess monthly numbers as documented by the district	3. Parent Involvement portion of the Climate Survey for 2010
Increase parent contacts during the 2009-10 school year using the September Open House parent attendance as a baseline.	The school will document the number of parent contacts (conferences, school visits, phone calls, emails, notes, and agenda book messages) for the 09-10 school year.	1. Offer meetings before and after school	1. Principal	1. Review attendance for meetings	1. Parent attendance sign-in sheets
		2. Use of Connect-Ed messaging system.	2. Administrative Team	2. Collect participation data	2. Title I Administrator Parental Involvement Monthly School Report
		3. Maintain parental telephone logs and activity reports	3. Teachers	3. Tally Parental Involvement Monthly School and Activity Reports	3. Title I Administrator Parental Involvement Monthly Activities Report

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
94% of parents will indicate that they are satisfied with the positive atmosphere of SMMCS.	Customer Service	Office of Professional Development	August of 2010	Climate Survey	Assistant Principal
The school will document the number of parent	Title I in Action: A Practitioners Perspective!	Principal	July 30, 2009	Effectiveness will be determined by the completion of parent	Main Office Clerical Staff Title I CIS Administrators

contacts from August through June 2010.				surveys	Teachers
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<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
The school will document the number of parent contacts from August through June 2010.	1% of Title I Part A School wide allocation and District Parental set-aside.	Title I Part A	\$300
			Total:\$ 300
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Parent Involvement Goal

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.

		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

<i>Budget</i>
Evidence-based Program(s)/Materials(s)

Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Other Goals

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

Attach school's Differentiated Accountability Checklist of Compliance

NA

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the EESAC members are not employed by the school district. The EESAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes

No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Student Agendas	4,144.00
Student Incentives for Academic Achievement/Improvement	2,999.00
Total	7,143.00

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (EESAC) will meet on the second Tuesday of every month. During the meeting the School Improvement Plan (SIP) goals are discussed and recommendations are made to continuously improve the school. Finances, resources, school programs, facilities and student achievement data will be reviewed and discussed. The EESAC reviews and approves the SIP and monitors it throughout the year. The EESAC also recommends the distribution of the Florida Recognition Awards for our FCAT success.

SAC Membership Roster
List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Lisa Robertson	Principal
Eric Acosta	Alternate Principal
Sofia Padilla	UTD
Michael Shaheen	Teacher
Roxana Tolton	Teacher
Nicolette Hardy	Teacher
Connie Cardona	Teacher
Claire Greenberg (EESAC Chairperson)	Teacher
Maria Fernandez	Alternate Teacher
Janet Lambert	Educational Support Person
Tyrone Hardy	Alternate Educational Support Person
Carla Schiefer	Parent
Barbara Reyes	Parent
Odalis Pereira	Parent
Danaydez Fraga	Parent
Barbara Rodriguez	Parent
Betty Rackear	Parent
Hector Rodriguez	Parent
Gary Rackear	Business
Erica Ferrer	Student
Jaime Kerzner	Alternate Student
Maria Corona	Business Community Representative

FINAL BUDGET (Insert Rows as Needed)

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Goal	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Goal	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Goal	Description of Resources	Funding Source	Available Amount
			Total: