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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6221 - Hammocks Middle School

*FeederPattern:* Felix Varela Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Rafael Villalobos

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Hammocks Middle School*

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Hammocks Middle School encourages a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making cadre, the Educational Excellence School Advisory Council (EESAC). The school has been successful in achieving its academic goals for the 2004-2005 school year and will aim to improve performance on all objectives for the 2005-2006 school year. Our programs are aimed at encouraging both the academic and emotional success of all students enrolled. We will focus on specific programs which will assist our students in improving their academic performance in reading, writing, mathematics, and science. We will also focus on additional areas through which we will improve the overall climate and achievement of Hammocks Middle School. The school will provide an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders will be considered as an essential part of program involvement. The ongoing communication between the school leadership team and the stakeholders will enable us to provide educational programs that are tailored to the students' needs.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their reading skills as measured by 44 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 65 percent scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, African-American students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematics skills as measured by 50 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their mathematics skills as measured by 50 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, students in the eighth grade will improve their writing skills as evidenced by 87 percent of students scoring at 3.5 or higher on the 2006 administration of the FCAT writing test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 300 as documented by the 2006 FCAT science test.

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve as evidenced by increased PTA/PTSA membership of 10 percent in the 2005-2006 school year as compared to the 2004-2005 school year and as documented on the PTSA membership report.

Given alternative strategies to discipline students and a token economy to reinforce positive behavior, the indoor and outdoor suspension rate at Hammocks Middle School will decrease by 10 percent as evidenced by the annual suspension report.

Given school-wide emphasis on computer-based software programs, student use of technology will improve by 10 percent in the 2005-2006 school year as compared to the 2004-2005 school year as documented by access to and completion of EasyTech lessons.

Given instruction using the National Standards for Physical Education, students in grades six through eight will improve their physical fitness by a three percent increase on the percentage receiving Physical Fitness awards from 50 percent in 2004-2005 to 53 percent in 2005-2006.

Given scheduling constrictions placed on students through the Middle School Reform Act and rigorous reading initiatives, the availability of before school and during school offerings will increase by ten percent as measured by the total number of elective courses offered during the 2005-2006 school year.

Hammocks Middle School will improve its ranking on the State of Florida ROI index publication from the 93rd percentile in 2004 to the 96th percentile in 2005-2006.

The results of the employee self assessment as part of the school survey indicates that the lowest scores were gathered in the areas of Strategic Planning and Business Results. Both faculty and staff felt that the organization did not ask for their ideas as part of the Strategic Planning component. Stakeholders also felt that they did not know the financial status of their organization as part of the Business Results components. Both categories scored at 3.9, making these

the lowest scores in the survey. The school will address the target areas as the principal develops a survey which will be administered to teachers and staff four times a year. The survey will be anonymous and will ask for input in areas of concern. The principal will also disseminate information on budget and hold EESAC, Leadership Steering Committee, and faculty meetings. School leaders will provide the technical support and professional/personal growth opportunities that stakeholders need in order to make informed decisions. The result will be higher staff morale and motivation to aid our students in all areas.

## 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.

## Hammocks Middle School

### VISION

The ultimate purpose of Hammocks Middle School is to help students develop skills and responsibilities that will enable them to live successfully in the world of tomorrow.

### MISSION

Hammocks Middle School will provide for its family a safe place where nurturing, acceptance, understanding, and respect go hand in hand with academic success and opportunities for personal growth.

### CORE VALUES

Honesty, Integrity, and Respect: We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

Fairness and Kindness: We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

Excellence: We pursue the highest standards in all we do.

## *School Demographics*

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Hammocks Middle School is located on 15.01 acres in the West Kendall Area of Miami-Dade County, Florida, at 9889 Hammocks Boulevard. The school campus neighbors a local fire station and Hammocks Community Park. This 21 year-old school has been retro-fitted to provide internet and intranet access to 100 percent of the classrooms, including 11 portable classrooms. In 2002, construction was completed on a new two-story classroom building providing an additional 21 classrooms.

Hammocks Middle School is located in a middle-income bracket area known as the Hammocks. The school serves 2195 students from the surrounding, mostly middle-class neighborhood, including: standard curriculum students 69 percent, Students with Disabilities 10 percent, LEP students nine percent, and Gifted students 12 percent. Of these, 47.5 percent fall within the economically disadvantaged range. The ethnic and racial make up of the student population is 77 percent Hispanic, 11 percent White, six percent Black, and six percent classified as "other." The student mobility index is 18.

The school currently employs 107 teachers and counselors, including 30 percent White, 32 percent Black, 36 percent Hispanic, and 2 percent Asian. Thirty-two percent has masters degrees and ten percent have specialist degrees or doctorates. Eleven percent has been classified as new teachers.

Hammocks Middle School has identified various research based school improvement models. All teachers will use the Plan-Do-Study-Act (PDSA) model as well as the collaborative teaching model. The school is also utilizing the Continuous Improvement Model for curriculum instruction, and daily school operations. The faculty will develop and implement lesson plans, strategies, and exams based on the Sunshine State Standards encompassing both taught and tested curriculum; this will be done through "Mega Mondays" during which all teachers instructing the same grade level subject matter will plan collaboratively and will aid in the development of a "seamless" curriculum.

All beginning teachers are assigned a Professional Growth Team in accordance with PACES guidelines. In addition, beginning teachers attend a four day orientation program conducted by the District. At the school site, beginning teachers participate in a full day of orientation meetings with key personnel: administrators, department chairs, curriculum leaders, registrar, treasurer, attendance clerk, and technology support staff.

Beginning teachers also receive on-going workshops from administrators and staff for the duration of the school year.

Hammocks Middle School provides extended learning opportunities to students in grades six through eight. Tutoring is provided in three formats: FCAT tutoring is provided after school; ESOL tutoring is provided for all ESOL students during school; and academic tutoring is provided before school by the National Junior Honor Society students. Additionally, tutoring is also provided as part of the after school community program four times a week. Special focus is given to FCAT benchmarks by certified teachers as part of this program. All students are assessed continuously on their academic progress. Science teachers provide additional assistance to students on their Science Fair projects; they do this by volunteering their time on Saturday mornings during the first semester of school. We also offer an early bird program as an additional elective for students who wish to enroll in band.

Advanced Placement initiatives include 49 Gifted classes, with the addition of a Gifted Resource class as an elective. The school also offers high school level courses including Algebra I and Algebra I Honors, Geometry, Earth and Space Science, as well as both Spanish and French. In addition to this, there are a total of 35 advanced level academic classes.

Hammocks Middle School is committed to maintaining a post unitary status by ensuring that all students have full and equal access to curriculum, instruction, and school activities. Equity is present throughout our enrollment in Gifted and advanced courses; we have also ensured open access to all after school activities and tutorial services.

# *School Foundation*

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## ***Leadership:***

The leadership team at Hammocks Middle School creates a positive relationship with all stakeholders which has a direct impact and benefit on the overall climate of the school. Results of the survey yielded the highest results for this category; average scores ranged from 4.1 to 4.7 out of a possible five points. Staff felt that they knew their organization's vision and that their supervisor used the school's values to guide them; they also felt that their supervisor created a work environment which allowed them to do their job and that he shared all information about the organization. The supervisor also appears to encourage career advancement for his staff. The lowest score in this category appeared as a 4.1; staff did not rate this question as highly as the rest because they felt that their organization did not often ask them "what they thought." The principal will employ a survey which will be administered four times during the year to address this category. The school has been able to involve all stakeholders in the day to day operation of the school by sharing all initiatives with EESAC, and by creating a Leadership Steering Committee. The administration also enlists the support of the Curriculum Council that serves as the liaison between faculty and administration and whose members act as the instructional leaders of the school.

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

The goals and objectives of the school include reading, mathematics, writing, science, parental involvement, discipline and safety, technology, health and physical fitness, as well as enrichment/electives. All Curriculum Council members have been entrusted with the preliminary review of last year's School Improvement Plan; they have copies of all pertinent data derived from FCAT scores, as well as surveys given to students, parents, and staff. Consensus was reached during several Curriculum Council meetings which addressed specific objectives and strategies of the School Improvement Plan. Each Department Chairperson and Curriculum Leader had to devise strategies that corresponded to the objectives. They held meetings with their departments and sought modifications to the original plan. They each submitted strategies to the administration for review and approval. The plan was then presented to EESAC for further input. A team of two teachers also reviewed the plan for corrections. Results of the survey yielded a total score of 4.0 as part of the Strategic Planning category. Individual scores ranged from 4.1 which addressed the statements "I know the parts of my organization's plans that will affect me and my work," and "I know how to tell if we are making progress on my group's part of the plan." The lowest score on this category was 3.9 which came in response to the statement "As it plans for the future, my organization asks for my ideas." The principal has created a Steering Committee that will also assist with disseminating information faculty and staff in reference to overall improvement. The principal will also create an anonymous survey which will be administered four times during the school year and that will address areas of concern and impact.

## ***Stakeholder Engagement:***

The School Climate Survey for both students and parents for the 2004-2005 school year has yielded results which are pertinent to the overall progress of the school. Students identified both the school lunch and the cleanliness of bathrooms as areas that had to be addressed. Fifty-eight (58) percent of the students disagreed with the statement "Food served for lunch at my school looks good and tastes good;" eighty-one (81) percent of the students disagreed with the statement "Bathrooms in my school are clean and in good condition." Parents identified both categories as areas of concern. Additionally, 54 percent of parents agreed with the statement "My child's teachers do their best to include me in matters directly affecting my child's progress in school." This falls under two standard deviations as compared to district-wide results. The administrative staff will share the results of the School Climate Survey and

will hold meetings with pertinent staff to address all areas of concern. All stakeholders are satisfied with the progress of the school as it moved from a B rating to an A for the fifth time. The community feels that the school is safe and secure; they are also cognizant of the emphasis on academics and rigorous curriculum by faculty and staff. Results of the survey yielded a score of 4.4 out of a possible five points in the Customer and Market Focus category. Individual scores ranged from 4.6 in answer to the statement "I know who my most important customers are" to 4.5 in answer to the statement "I keep in touch with my costumers." Total scores of 4.3 were gathered in response to the statements "My customers tell me what they need or want;" "I am allowed to make decisions to solve problems for my customers;" and "I ask my customers if they are satisfied or dissatisfied with my work" All stakeholders have been given greater access to school operations through an active, fluid EESAC and PTSA, which represent all individual groups.

### ***Faculty & Staff:***

The school employs a team approach to curriculum and instruction and to the overall operation of the building. The Curriculum Council, which is composed of both Department Chairpersons and Curriculum Leaders, serve to lay the ground work for all academic initiatives. Furthermore, teams of teachers work during the summer months to develop innovative plans which are presented to the faculty for implementation during the regular school year as part of Opening of School meetings. Examples of these include school-wide reading and writing initiatives, faculty in-services and workshops for early release days, and curricular initiatives which include collaborative planning for all grade level and subject area teachers. The principal has also created a Steering Committee through which the activities director, computer specialists, physical department chairperson, guidance department chairperson, and all administrators with the inclusion of the administrative assistant share initiatives, perspectives, areas of concerns, and offer input on the direction of the school.

Results of the survey for the Human Resource Focus category yielded an average of 4.3 out of a possible five points. Average scores ranged from 4.5 in answer to the statement "I have a safe workplace" to 4.4 in answer to the statements "I can make changes that will improve my work," and "The people I work with cooperate and work as a team." The lowest scores appeared as 4.2 which addressed the areas of career advancement and job skills. The principal will promote advancement by sending faculty and staff to workshops and by e-mailing and posting job openings.

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

Results of the 2005 FCAT administration have been shared with faculty both on an individual student basis and as part of FCAT clusters. The faculty has also been trained in how to examine the clusters for reading, mathematics, and science in order to improve and monitor daily instruction. Language Arts teachers have received the statistical analysis of their writing scores and the results of both the persuasive and expository prompts. After school tutorial services targeting all students include the administration and analysis of the Gates McGinitie test to each individual student. Each teacher/tutor will emphasize the areas that need remediation on an individual basis. Reading teachers have also administered the Oral Reading Fluency test (ORF). Results have been tabulated and entered by the language arts teacher. Therefore, both the reading and language arts teachers have access to decoding scores. All teachers attend training sessions to assist them with data analysis. All teachers post their grades in the electronic gradebook; this also serves as a constant analysis of student proficiency and teacher instructional management. Results of the survey for the Measurement, Analysis, and Knowledge Management category yielded an average score of 4.5 out of a possible five points. The survey recorded an average of 4.6 in the areas that measured analysis and quality of work. Answers also ranged from 4.4 to 4.3 in the individual areas which addressed the organization's measures of improvement as well as the dissemination of important information. Therefore, the school will continue to share all FCAT data and individual test data for the improvement and monitoring of instruction.



### ***Education Design:***

The school relies on several committees to provide input, effectuate change and reform, and drive the overall functioning of the school. EESAC examines areas where improvement might be needed, listens to the budgetary constraints of the school, and makes recommendations and disburses monetary allocations to the school. The Curriculum Council is composed of Department Chairpersons, Curriculum Leaders, and administrators. They analyze data, examine programs, and assist with the instructional focus and direction of the school. The Steering Committee is made up of administrators, specific department chairpersons, and technology coordinators; they keep communication open between all constituents and ensure that the school moves in a forward direction and works towards the achievement of common goals. All of these bodies meet with their constituents and ensure the development and coordination of all instructional reforms. Results of the survey yielded an average score of 4.3 out of a possible five points for this category. Individual scores ranged from 4.6 to 3.9. Employees gave high marks to statements such as "My organization obeys laws and regulations;" "My work products meet all requirements for high quality and excellence;" "My organization has high standards and ethics;" and "I am satisfied with my job." The lowest score was obtained with the statement "I know how well my organization is doing financially," yielding a score of 3.9. The principal will review the budgets with the faculty and staff, as well as with EESAC and PTSA, to allow for wide spread knowledge on and understanding of this issue.

### ***Performance Results:***

An analysis of the school's Student Case Management Suspension Summary for the 2004-2005 school year has yielded data which indicates that there were 1,652 referral actions for general disruptive conduct, 461 referral actions for defiance of school authority, 239 referral actions for cutting class, 116 referral actions for excessive tardiness, and 268 referral actions for excessive absences-unexcused. The school processed a total of 866 indoor suspensions and 451 outdoor suspensions, along with 791 parent conferences and 1035 teacher/students conferences. The guidance staff also had 4119 developmental group counseling sessions as well as 2191 individual counseling sessions. An analysis of the Serious Incident Summary Report for the 2004-2005 school year yielded that the school had a total of 2 serious incidents, which was a reduction from 6 serious incidents the prior year. Hammocks Middle School has implemented a Saturday School program to assist with a ten percent reduction of the suspension rate. This is a new program which has been implemented with the support of administrators, teachers, and staff as students report to Saturday School in lieu of suspension.

Results of the survey for the Process Management category yielded an average score of 4.2 out of a possible five points. All scores ranged from 4.2 to 4.3 on the individual items. Respondents agreed with the statement "We have a good process for doing our work;" they also agreed with the statement "I collect information (data) about the quality of my job." The principal will continue to address this category through faculty meetings, Early Release in-services, and regular communication to all stakeholders.

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

All students will be able to read on or above grade level.

All students will be literate members of society.

### **Needs Assessment**

Fifty-seven percent of the total student population met high standards in reading.

However, data indicates that the percentage of eighth grade students scoring at level 3 or higher on the 2005 administration of the FCAT reading test decreased by four percentage points from 47 percent to 43 percent. Adequate Yearly Progress data indicates that 22 percent of Students with Disabilities did not meet the 37 percent scoring criteria and failed to make adequate gain in reading. Adequate Yearly Progress data also indicates that 14 percent of Limited English Proficiency students did not meet the 37 percent scoring criteria and failed to make adequate gain in reading.

An analysis of FCAT scores has yielded that 28 percent of sixth grade students failed to achieve high standards in reading; 45 percent of seventh grade students failed to achieve high standards in reading; and 43 percent of eighth grade students failed to reach high standards in reading.

An analysis of the Reading Content Cluster Comparative Data Results for sixth grade students revealed that they earned the lowest scores in the Comparison cluster, where they scored at 55 percent correct. Seventh grade students also exposed a weakness in the Comparison cluster, where they scored at 60 percent correct. Eighth grade students showed that their weakest area was Reference/Research, where they scored at 57 percent correct.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their reading skills as measured by 44 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a nine-week coordinated curriculum and instructional strategies, including assessments, by content subject area to monitor progress in achieving the Sunshine State Standards.	Assistant Principal; Language Arts Department Chairperson.	8/8/2005	5/24/2006
Provide thirty minutes of daily independent reading and implement a Read, Think, Respond program twice a week to include guided reading instruction through the TOPS (Tapping Our Potential).	Middle School Coordinator	8/15/2005	5/24/2006
Provide Intensive Reading classes on a daily basis to all students scoring at achievement levels 1 and 2 on the 2005 FCAT.	Administrators; Language Arts Department Chairperson; Reading Teachers.	8/8/2005	5/24/2006
Implement an after school tutoring program four days a week for students in grades 6-8 who will be assessed through the GatesMcGinitie test and who will receive remediation in low scoring areas.	Administration; Tutoring Teachers.	9/26/2005	3/10/2006
Continue monthly department and grade level Mega Monday meetings on course assignments to analyze student performance in grades 6-8 and to adjust instruction.	Administrators; Department Chairperson.	8/22/2005	4/24/2006
Review results of the Oral Reading Fluency test given three times a year to assist students in areas of decoding deficiency.	Administrators; Language Arts Department Chairperson; Reading Teachers.	9/26/2005	5/24/2006
Increase the number of inclusion classes offered in reading from zero to three, encompassing grades	Administrators; ESE Program Specialist; Department Chairperson	8/8/2005	5/24/2006

six through eight, to benefit Students with Disabilities.	for Special Education.		
Provide Limited English Proficiency Levels 1 and 2 students with daily Bilingual Curriculum Content classes in social studies and science.	Administrators; Bilingual Curriculum Content area teachers.	8/8/2005	5/24/2006
Provide all Limited English Proficiency students with daily pull-out tutorial services throughout the content areas.	Administrators; Home Language Assistance Program tutors.	8/22/2005	5/24/2006
Utilize programs such as the Accelerated Reader, Read 180, and FCAT Explorer on a daily basis to reinforce and enhance reading skills.	Administrators; Reading Teachers.	8/8/2005	5/24/2006

### **Research-Based Programs**

1. McDougall Littell, The Language of Literature-Grades 6-8.
2. Prentice Hall, Literature-Copper, Bronze, and Silver- Grades 6-8
3. Read 180 for Special Education
4. Scholastic XL state adopted core reading program, Grades 6-8
5. Plato Learning, technology-based.

### **Professional Development**

Professional development of teachers will include training in data analysis, Creating Independence through Student-owned Strategies (CRISS), and writing across the content areas. Curriculum mapping and cross-curriculum planning will also be implemented. The faculty will also receive training in technology to include Moodle.

### **Evaluation**

The school will utilize the Florida Comprehensive Assessment Test (FCAT) Reading. The school will also employ the Oral Reading Fluency test for all students scoring at FCAT achievement levels 1 and 2. Quarterly reading tests will be administered to all students and will be differentiated by grade level and benchmarks covered.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

All students will demonstrate increased performance in mathematics.

All students will be able to function on or above grade level in mathematics.

### ***Needs Assessment***

Sixty-three (63) percent of the students met high standards in mathematics.

Analysis of FCAT data reveals that the percent of eighth grade students scoring at FCAT achievement level 3 and above remained the same at 60 percent. Annual Yearly Progress data indicates that African American students did not meet the 44 percent scoring criteria by 40 percent. Annual Yearly Progress data indicates that Students with Disabilities did not meet the 44 percent scoring criteria by 14 percent.

Analysis of the percent of correct answers in the algebraic thinking cluster yielded that scores on this cluster decreased by 12 percent. Further analysis revealed that the percentage of correct answers in the data analysis cluster decreased by 11 percent. The lowest score on content clusters for sixth grade students appeared on the measurement section, where they scored at 44 percent. The lowest scores on content clusters for seventh grade students appeared on both the measurement and algebraic thinking sections, where they scored at 44 percent. The lowest score on content clusters for eighth grade students appeared on the geometry section, where they scored at 33 percent.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 65 percent scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, African-American students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades six through eight will improve their mathematics skills as measured by 50 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will improve their mathematics skills as measured by 50 percent of the students scoring at level 3 or higher on the 2006 administration of the FCAT mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Involve teachers in on-going data-driven decision making by providing them with all available data to enable an analysis of the progress of their students.	Administrators; Mathematics Department Chairperson	8/8/2005	5/24/2006
Provide monthly professional development activities which strengthen teachers' skills and mathematics strategies which assist students in meeting the Sunshine State Standards.	Administrators	8/8/2005	5/24/2006
Provide Intensive Mathematics classes on a daily basis for selected seventh and eighth grade students scoring at level 1 and 2 on the 2005 FCAT.	Administrators	8/8/2005	5/24/2006
Continue to expand teacher/student daily use of FCAT Explorer and Brainchild, as well as the Glencoe mathematics published software.	Administrators; Mathematics Department Chairperson	8/8/2005	5/24/2006
Provide all students with daily performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication skills, and technology.	Administrators; Mathematics Department Chairperson; Mathematics Teachers	8/8/2005	5/24/2006



Provide all students with twice-a-week access to the after school tutoring program to remediate areas of deficiency.	Administrators	8/8/2005	5/24/2006
Increase the number of daily mathematics inclusion classes to include all grade levels.	Administrators; Program Specialist for Special Education	8/8/2005	5/24/2006
Conduct monthly meetings through Mega Mondays to adjust curriculum and instruction as well as to examine and analyze grade level student performance.	Administrators; Mathematics Department Chairperson	8/8/2005	5/24/2006
Provide all Limited English Proficiency students with tutorial pull-out services in mathematics on a daily basis.	Administrators; Home Language Assistance Program Tutors	8/8/2005	5/24/2006
Contact parents of individual students not meeting benchmarks through a progress report with areas of completion/non-completion generated by the classroom teacher on a monthly basis.	Administrators; Mathematics Department Chairperson; Mathematics Teachers	8/8/2005	5/24/2005

## **Research-Based Programs**

The Glencoe-McGraw-Hill mathematics state-adopted series will be utilized throughout grade levels, including algebra and geometry. The Riverdeep program will also be utilized.

## **Professional Development**

- 1.Data analysis: linking data to instruction
- 2.FCAT Explorer
- 3.Riverdeep
- 4.Creating Independence through Student-owned Strategies (CRISS)
- 5.Use of manipulatives

## **Evaluation**

The success of this objective will be measured by results on the mathematics portion of the 2006 FCAT. Students' achievement will also be monitored through quarterly grade level/subject area assessments. Teachers will also utilize research-based software to diagnose and monitor progress in mathematics.

### GOAL 3: WRITING

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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

**GOAL 3 STATEMENT:**

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

All students will be able to communicate effectively through writing.

**Needs Assessment**

The percent of eighth grade students scoring at three and above increased from 92 percent to 94 percent. All subgroups met Adequate Yearly Progress.

Analysis of FCAT data yields that the percent of students scoring at 3.5 or above in the expository prompt decreased from 85 percent to 81 percent. The percentage of students scoring at 4.0 or above in the expository prompt decreased from 67 percent to 64 percent. Eighty-four (84) percent of eighth grade students met high standards in writing.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in the eighth grade will improve their writing skills as evidenced by 87 percent of students scoring at 3.5 or higher on the 2006 administration of the FCAT writing test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the McDougal Little The Writer's Craft, as well as the Houghton Mifflin grammar series, on a weekly basis through language arts classes.	Administrators; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/8/2005	5/24/2006
Provide all eighth grade students with monthly writing prompts and allow them to use peer review as well as on-line rubrics for assessment that meet the Sunshine State Standards.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/8/2005	5/24/2006
Implement quarterly writing assessments using the rubric that follows state standards.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/8/2005	5/24/2006
Utilize best practices and effective learning strategies, such as Role Audience Focus Topic (RAFT) through daily lessons in language arts.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/8/2005	5/24/2006
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills through daily instruction.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/8/2005	5/24/2006
Implement weekly teacher-directed lessons which include the following: sentence expansions, one sentence summaries, self-evaluations, peer editing, and journals to improve writing skills.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/8/2005	5/24/2006
Implement weekly timed-writings through expository and persuasive prompts and implement a timed five paragraph essay as part of the midterm exam to increase students' ability to write highly proficient essays in Advanced Academic courses.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/8/2005	5/24/2006
Implement a collaborative teaching approach through monthly Mega Monday meetings through which all grade level language arts teachers can	Administrators	8/22/2005	4/24/2006

develop a seamless approach to writing instruction.	
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## **Research-Based Programs**

- 1.Houghton-Mifflin English series, Grades 6-8
- 2.McDougal Littell The Writer's Craft-Red Level 3, Grade 8

## **Professional Development**

Training will be provided in the following: rubric (holistic) scoring, writing strategies, and FCAT writing.

## **Evaluation**

Utilize District Approved Quarterly prompts as assessment. Utilize the Florida Comprehensive Assessment Test (FCAT) Writing. Administer the Mid-Term Essay Exam through language arts classes to include a timed five paragraph essay.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 4 STATEMENT:***

All students will be able to apply the scientific method.

All students will increase their scientific knowledge.

### ***Needs Assessment***

The mean scale score on FCAT science increased by four points from 291 to 295, which is above both district and state mean scale scores.

Analysis of the FCAT science data reveals that the scores on the individual clusters decreased. The physical/chemical content cluster score decreased from 57 percent to 54 percent. The earth/space science content cluster decreased from 55 percent to 42 percent. The life/environmental content cluster score decreased from 57 percent to 44 percent. The scientific thinking content cluster score decreased from 50 percent to 46 percent.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to 300 as documented by the 2006 FCAT science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Sunshine State Standards in all science classes on a daily basis.	Administrators; Science Department Chairperson; and Science Teachers	8/8/2005	5/24/2006
Increase all students' participation in science hands-on activities by conducting weekly experiments/observations that will lead students towards mastery of the Sunshine State Standards.	Administrators; Science Department Chairperson; and Science Teachers	8/8/2005	5/24/2006
Provide and encourage professional development activities on a monthly basis which strengthen the teachers' skills and science strategies which assist students in meeting Sunshine State Standards.	Administrators	8/8/2005	5/24/2006
Increase involvement in a rotational science lab schedule on a weekly basis by infusing hands on activities twice a week.	Administrators; Science Department Chairperson; and Science Teachers	8/8/2005	5/24/2006
Increase the daily use of technology and scientific process sin all eighth grade science classed by utilizing the lap-top computer lab which will be rotated among all teachers for student use.	Administrators; Science Department Chairperson; and Science Teachers	8/8/2005	5/24/2006
Increase the daily use of process skills through group work in writing, technology, and inquiry based thinking skills for all eighth grade science classes to monitor mastery of Sunshine State Standards.	Administrators; Science Department Chairperson; and Science Teachers	8/8/2005	5/24/2006
Offer an inclusion science class in the sixth grade.	Administrators; Program Specialist for Special Education	8/8/2005	5/24/2006
Offer Bilingual Curriculum Content area classes in science at every grade level on a daily basis.	Administrators	8/8/2005	5/24/2006

## **Research-Based Programs**

1. Science Voyages State-Adopted Series, Grades 6-8

## **Professional Development**

1. Data analysis: Linking data to instruction
2. Creating Independence through Student-owned Strategies (CRISS)
3. Gold Seal Lessons
4. Instructional focus through Mega Mondays

## **Evaluation**

Performance in science will be evaluated by scores on the 2006 administration of the FCAT science test. FCAT Coach assessments will be used to monitor progress in all eighth grade science classes. Data will be collected and analyzed through EduSoft.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

**GOAL 5 STATEMENT:**

The school will provide increased opportunities for parents to be involved in their children’s education.

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

**Needs Assessment**

A large number of parents from the Hammocks Middle School community are employed in more than one job, with limited spare time to attend to their children’s academic and social activities. The school needs to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage, support, and monitor the progress of their children.



## Measurable Objective

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve as evidenced by increased PTA/PTSA membership of 10 percent in the 2005-2006 school year as compared to the 2004-2005 school year and as documented on the PTSA membership report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with strategies that can be used at home to support academic achievement through print and verbal information given out during weekly parent-teacher conferences and meetings.	Administration; Guidance Department Chairperson	8/8/2005	5/24/2006
Invite all parents to participate in yearly award ceremonies and recognitions honoring the achievement of selected students.	Administrators; Activities Director	5/1/2006	5/24/2006
Conduct a PTSA drive at the beginning of the year to increase parent participation in school-wide concerns.	Administrators; PTSA President	8/8/2005	9/29/2005
Conduct monthly EESAC meetings to provide updates to parent and community representatives about school improvement efforts.	Administration	8/8/2005	5/24/2006
Invite parents to participate in the bilingual evening meetings sponsored by the District's Office of Bilingual Education which will be housed at the school site four times a year.	Administrators; ESOL Department Chairperson	9/6/2005	3/13/2006
Invite parents to participate in a yearly school-wide FCAT Fair as well as in FCAT kick-off activities.	Administrators; Guidance Department	1/4/2006	1/31/2006
Create a Parent Resource Center in the guidance office.	Administrators; Guidance Department	8/8/2005	5/24/2006
Provide parents with daily access to students' grades through the Hammocks Middle School web page.	Administrators; Technology Coordinator	8/8/2005	5/24/2006
Provide parents with strategies given at scheduled parent-teacher conferences through the Student	Administrators; Guidance Department Chairperson	8/8/2005	5/24/2006

Services personnel, who will assist with information regarding student progress and course requirements.			
Provide parents with daily e-mail access to all teachers through the Hammocks Middle School web page.	Administrators; Technology Coordinators	8/8/2005	5/24/2006

## **Research-Based Programs**

- 1.National Standards for PTA
- 2.Families Building Better Readers

## **Professional Development**

1. Monthly EESAC meetings
2. Workshops from the District's Bilingual Department which are presented to Spanish-speaking parents during the school year
3. Workshops from the Student Services personnel as part of Open House and FCAT Fair

## **Evaluation**

- 1.Monthly EESAC meetings
- 2.Workshops from the District's Bilingual Department which are presented to Spanish-speaking parents during the school year
- 3.Workshops from the Student Services personnel as part of Open House and FCAT Fair
- 4.PTSA membership enrollment roster

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

### ***GOAL 6 STATEMENT:***

Hammocks Middle School will provide a safe and disciplined environment for all students. The school will promote programs and practices that facilitate a safe and disciplined environment for all students.

### ***Needs Assessment***

The 2004-2005 Hammocks Middle School suspension report documented 451 outdoor suspensions and 866 indoor suspensions.

## Measurable Objective

Given alternative strategies to discipline students and a token economy to reinforce positive behavior, the indoor and outdoor suspension rate at Hammocks Middle School will decrease by 10 percent as evidenced by the annual suspension report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement after school detentions four times a week to address minor behavior infractions.	Administrators; Program Specialist for Special Education	8/22/2005	5/15/2006
Implement Saturday School as an alternative to suspensions for major behavior infractions in lieu of indoor suspension.	Administrators	9/3/2005	5/20/2006
Implement the Middle Moves: Orientation for 6th Grade Students program where all guidance counselors will teach lessons on a monthly basis as well as on socio/personal strategies	Administrators; Guidance Department Chairperson	9/5/2005	5/1/2006
Implement a mediation program through student aides which will be trained in daily application of conflict resolution strategies.	Administrators; TRUST Counselor	10/24/2005	5/15/2006
Implement mandatory counseling sessions on a daily basis that will be provided for any student who incurs a written referral for discipline.	Administrators; Guidance Department Chairperson	8/8/2005	5/24/2006
The "Benjamin Incentive Program" will be utilized as a token economy to reinforce positive behavior in all students every nine-week period.	Administrators; Guidance Counselors	8/8/2005	5/24/2006

## Research-Based Programs

The use of a token economy to reinforce positive behavior is a research based approach to improve overall discipline in the school. The "Benjamin Incentive Program," allows a student to earn tokens (Benjamins) for appropriate behavior in the school. The Benjamins are exchanged for items in the school store. The Middle Moves: Orientation for 6th Grade Student program has also been based on research compiled by the district offices.

## **Professional Development**

1. A classroom management in-service will be held on an early release day.
2. All beginning teachers will participate in a separate in-service on how to establish routines and procedures in a classroom at the beginning of the school year.
3. Teachers with a high number of referrals will be offered additional assistance through district training opportunities on classroom management and through mentoring with the discipline representative from the school-based professional growth team.

## **Evaluation**

The success of these alternative strategies will be measured by a decrease in ten percent in the indoor and outdoor suspension rate for Hammocks Middle School as monitored by the suspension report.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

**GOAL 7 STATEMENT:**

The school is committed to the enhancement of technology for both students and staff.

**Needs Assessment**

All students are in need of training in computer based productivity software programs to facilitate application in content area classes. Students must be able to use productivity tools to enhance learning, increase output, and promote creativity. The school identified technology lessons which would ensure a progressive mastery of needed skills. Students need to complete these lessons as part of their regular school day through scheduled time in the computer laboratories which operate with the assistance of a computer aide and a technology coordinator. The STaR survey, a computer proficiency survey, and an equipment availability report were generated and analyzed to assess current technology needs. On overall analysis of the STaR survey indicated that Hammocks Middle school ranked at 3.7 on technology planning and support, and at 3.5 in instructional technology and support out of a possible four points. This places the school above both district and state averages for middle/junior high schools. The school needs to improve teacher access to technology, which was rated at .5, as well as teacher use of technology, which was rated at 2.1.

## Measurable Objective

Given school-wide emphasis on computer-based software programs, student use of technology will improve by 10 percent in the 2005-2006 school year as compared to the 2004-2005 school year as documented by access to and completion of EasyTech lessons.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the assignation of content area classes to computer labs on a mandatory weekly basis for completion of EasyTech lessons.	Administrators; Technology Coordinators	8/8/2005	5/15/2006
Increase the number of technology staff development activities on a monthly basis.	Administrators; Technology Coordinators	8/2/2005	5/24/2006
Implement a computer-based after school tutoring component four times a week.	Administrators	9/26/2005	3/13/2006
Implement EasyTech lessons through the involvement of every student in grades six through eight in powerpoint, spreadsheet, word processing, internet access, and webbing software on a weekly basis.	Administrators; Technology Coordinator	8/15/2005	5/15/2006
Implement the use of Moodle, a class and learning management software, throughout the curriculum for both teachers and students on a daily basis.	Administrators; Technology Coordinator	8/2/2005	5/24/2006
Increase the number of students with access to a portable USB Memory Stick/Jump Drive which will allow the student to transport unfinished assignments from the classroom to their personal computers at home, in the media center, or to any other location which allows for computer access. This will be accomplished through a yearly drive for all grade levels.	Technology Coordinator	10/6/2005	4/24/2006

## **Research-Based Programs**

- 1.Riverdeep
- 2.Read 180 for Special Education

## **Professional Development**

In house staff development activities will be conducted both formally and informally on the use of the listed computer programs. A technology committee will meet to assist with the organization of these trainings and activities.

The activities will be conducted by the computer specialists, media specialist, computer lab assistant, and other computer proficient staff members.

## **Evaluation**

The improvement in the use of technology will be measured by student usage reports of EasyTech lessons. The calendar of scheduled classes will also act as a monitoring tool. In addition to this, student participation in after school FCAT Explorer tutorial services will be assessed and monitored through the number of completed lessons. The 2006 STaR profile for technology will also be completed and analyzed.



## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

### ***GOAL 8 STATEMENT:***

The school will promote the overall health and fitness of students.

The school will align its physical fitness program with the National Standards for Physical Education.

### ***Needs Assessment***

An analysis of physical fitness data for Hammocks Middle School yielded that 278 students received the gold award, and 248 received the silver award for a total of 526 students.

To properly assess both student fitness performance and programmatic success, it is recommended that the school administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

## Measurable Objective

Given instruction using the National Standards for Physical Education, students in grades six through eight will improve their physical fitness by a three percent increase on the percentage receiving Physical Fitness awards from 50 percent in 2004-2005 to 53 percent in 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer the FITNESSGRAM fitness test twice a year to all students and compile and analyze data on a pre-post test format.	Administrators; Physical Education Department Chairperson	10/24/2005	5/24/2006
Train students for muscular endurance, muscular strength, cardiovascular efficiency and flexibility using the weight room and the track on a rotational monthly basis.	Administrators; Physical Education Department Chairperson	10/24/2005	5/15/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis through observation.	Administration; Physical Education Department Chairperson	8/15/2005	5/19/2006
Develop a plan for the weekly rotational use of the weight room.	Administrators; Physical Education Department Chairperson	10/24/2005	5/15/2006
Provide students with four mini workshops on health-related issues, including healthy meals and daily exercise.	Administrators; Physical Education Department Chairperson; Science Department Chairperson	10/24/2005	5/19/2006

## Research-Based Programs

1. National Standards for Physical Education, which identify what students should know and be able to do as a result of quality, daily physical education programs.
2. FITNESSGRAM test program.

## **Professional Development**

All physical education teachers will receive training in the FITNESSGRAM test program. All physical education teachers will be encouraged to attend district inservices and workshops.

## **Evaluation**

The school will administer the FITNESSGRAM, health related fitness test to all students. Preliminary data will be gathered as part of a pre-test to establish a base line. Final data will be gathered as part of the post-test. Teachers will monitor fitness through daily exercises and machine-based exercises in the weight room.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

**GOAL 9 STATEMENT:**

All students will be given the opportunity to pursue areas of interest and special talents.  
 Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

**Needs Assessment**

The school has seen a decline in enrollment in elective courses from 99 offered courses to 88 due to the impact of the Middle School Reform Act, The No Child Left Behind Act, and the numerous initiatives which support rigorous reading. The school has lost an art and a piano teacher due to these reforms. The effect can be readily examined in the master schedule. Therefore, the school needs to increase its elective offerings through sixth period supplements during the day and early bird classes.

## Measurable Objective

Given scheduling constrictions placed on students through the Middle School Reform Act and rigorous reading initiatives, the availability of before school and during school offerings will increase by ten percent as measured by the total number of elective courses offered during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer a daily Early Bird band class for a total of seven period of band. This allows the school to create an additional level of band for those students who have moved beyond intermediate band but who are not yet ready for the difficulty level of symphonic band due to learning styles and exceptionalities.	Administrators; Fine Arts Department Chairperson	8/8/2005	5/24/2006
Offer an additional daily period of guitar to all students.	Administration; Fine Arts Department Chairperson	8/8/2005	5/24/2006
Offer an additional teaching period of photography for the 2006-2007 school year.	Administrators; Fine Arts Department Chairperson	8/1/2006	6/1/2007
Offer five periods of art on a daily basis to all students.	Administrators; Fine Arts Department Chairperson	8/8/2005	5/24/2006
Offer five periods of dance on a daily basis to all students.	Administrators; Fine Arts Department Chairperson	8/8/2005	5/24/2006
Offer five periods of drama on a daily basis to all students.	Administrators; Fine Arts Department Chairperson	8/8/2005	5/24/2006
Offer five periods of chorus and strings.	Administrators; Fine Arts Department Chairperson	8/8/2005	5/24/2006
Offer nine periods of Spanish on a daily basis to all students.	Administration; ESOL/World Languages Department Chairperson	8/8/2005	5/24/2006
Offer six periods of French on a daily basis to all students.	Administration; ESOL/World Languages Department Chairperson	8/8/2005	5/24/2006
Offer a Gifted Resource elective on a daily basis.	Administration	8/8/2005	5/24/2006

Offer one extra daily period of dance for the 2006-2007 school year.	Administration; Fine Arts Department Chairperson	8/1/2006	6/1/2007
Offer one daily period of piano for the 2006-2007 school year.	Administration; Fine Arts Department Chairperson	8/1/2006	6/1/2007

## **Research-Based Programs**

Not applicable.

## **Professional Development**

All elective teachers are encouraged to attend district meetings and inservices. They are also encouraged to complete technology-based inservices which will assist with the development of curriculum and instruction.

## **Evaluation**

Monitoring will take place through the examination and modification of the curriculum bulletin, master schedule, and subject selection sheets to ascertain both sections and course offerings.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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

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

**GOAL 10 STATEMENT:**

Hammocks Middle School will rank at or above the 89th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

***Needs Assessment***

The most recent data supplied from the Florida Department of Education indicates that Hammocks Middle School ranked at the 93rd percentile on the State of Florida ROI index for the 2003-2004 school year. Therefore, there is a need to maintain and improve this ranking.

## Measurable Objective

Hammocks Middle School will improve its ranking on the State of Florida ROI index publication from the 93rd percentile in 2004 to the 96th percentile in 2005-2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation through the submission of grants on a yearly basis.	Administration; Grant Writing Team	8/8/2005	5/31/2006
Consider the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks on an on-going basis.	Administrators	8/8/2005	5/31/2006
Create partnerships with community agencies on an on-going basis.	Administrators	8/8/2005	5/26/2006
Become more informed about the use of financial resources in relation to school programs through attendance at District-level workshops.	Administrators	8/8/2005	5/24/2006

## Research-Based Programs

Not applicable.

## Professional Development

The principal will offer on-going budget status workshops to both faculty and staff through meetings and training sessions.

## Evaluation

Hammocks Middle School will show progress toward reaching the 96th percentile as evidenced on the Return On Investment (ROI) index report for the 2005-2006 school year.



## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

### ***Budget:***

EESAC has full knowledge of the total amount of money which they have in their account; the current total is \$31,000. The Council accepts proposals from faculty and staff and decides funding based on specific needs, areas being serviced, and number of students impacted. EESAC has also listened to the budgetary constraints and school budget deficit which have been outlined by the principal and have impacted the overall operation of the school.

### ***Training:***

The principal has trained EESAC members on school budget. The assistant principal has also trained members on the School Improvement Plan and overall data analysis. All members are kept abreast of all different initiatives pertaining to the school.

### ***Instructional Materials:***

EESAC is aware of the instructional materials used by all teachers in the classrooms. Student Council members who sit on EESAC are also aware of the materials employed for classroom instruction. Teachers are free to attend EESAC meetings as guests and submit proposals for the acquisition of textbooks and supplementary materials.

### ***Technology:***

EESAC is aware of all the technology initiatives implemented by the school. The school's technology coordinator has also explained the role of EasyTech to all parents through a letter which accompanied each student's progress report. All students will complete the entire technology program by the end of the 2005-2006 school year; it includes word processing, spreadsheet, power point, and internet access.

### ***Staffing:***

EESAC has been made aware of the Staffing Authorization for the school. They have been trained by the principal on budgetary constraints and on the decisions involved in keeping all instructional personnel on staff. The principal has explained to the committee his commitment to curriculum and instruction through the acquisition and retention of personnel.

### ***Student Support Services:***

EESAC members have been made aware of extended tutorial services for students. This program has been offered as part of the community school support of the general education program. Certified day-school teachers have been retained for the implementation of this goal. The student services personnel also supports students through academic and personal counseling, career goals, and transition middle school activities for sixth grade students.

### ***Other Matters of Resource Allocation:***

Teachers have approached EESAC with several matters for which they seek monetary support. These are initiatives, programs, and classroom resources which benefit individual students. EESAC has supported several initiatives through the allocation of funds for both individual teachers as well as the school as a whole. The school has also been active in seeking the support of PTSA for attendance rewards and for technology initiatives. PTSA has committed funds to support these programs.

### ***Benchmarking:***

EESAC has been made aware of all the different academic initiatives and programs which assist students in meeting all benchmarks in the areas of reading, writing, mathematics, and science. Teachers work towards the development and implementation of these benchmarks through their daily lesson plans and continuous assessment. The after-school tutorial program also employs benchmarking as a corner stone for remediation and attainment of goals.

### ***School Safety & Discipline:***

The school has a Safety and Discipline Committee composed of both teachers and administrators. They meet to review the overall climate of the school as it pertains to safety. The School Climate Survey for the 2004-2005 school year yielded that 78 percent of parents stated that their child's school was safe and secure. The school is also piloting a Saturday Program to assist with the total suspension rate.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*