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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name: 6221 - Hammocks Middle School*

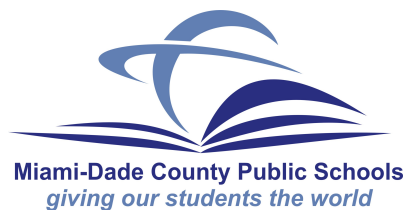
*FeederPattern: Felix Varela Senior*

*Region: Regional Center VI*

*District: 13 - Miami-Dade*

*Principal: Israel Katz*

*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 2005-2006 school year and will aim to improve performance on all objectives for the 2006-2007 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. Furthermore, our focus will be 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 our program. 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, 65 percent of students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 51 percent of Limited English Proficiency (LEP) students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 51 percent of Students with Disabilities (SWD) in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 51 percent of students in grades six through eight scoring in the lowest 25 percent will make annual learning gains on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, 60 percent of students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 56 percent of African-American students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 56 percent of Students with Disabilities (SWD) in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficiency (LEP)

students will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grades six through eight scoring in the lowest 25 percent will make annual learning gains on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 92 percent of eighth grade students will score at 3.5 or higher on the 2007 administration of the FCAT writing test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade eight will score at Level 3 or higher in the 2007 administration of the 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 2006-2007 school year as compared to the 2005-2006 school year and as documented on the PTSA membership report.

Given alternative strategies to discipline students, 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 2006-2007 school year as compared to the 2005-2006 school year as documented by access to and completion of Academy of Reading and Academy of Math lessons as well as PLATO curricula.

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 to 53 percent.

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.

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

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, Leadership, and Process Management. Both faculty and staff felt that the organization did not ask for their ideas as part of the Strategic Planning component. Stakeholders also felt undervalued or unrecognized for their work. They also felt that they were not kept abreast of the finances for their location. The first category scored at 3.8, while the other two categories scored at 4.0, 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, Curriculum Council, 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 24 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 2192 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 5 counselors, including 41 percent White, 24 percent Black, 39 percent Hispanic, and 3 percent Asian. Forty-four percent have masters degrees and seven percent have specialist degrees or doctorates. Six percent have been classified as new teachers.

Hammocks Middle School has identified various research based school improvement models. All teachers will use the Continuous Improvement 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 develops and implements lesson plans, strategies, and exams based on the Sunshine State Standards encompassing both taught and tested curriculum; this is accomplished through "Mega Mondays" during which all teachers instructing the same grade level subject matter plan collaboratively and 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; these address discipline, attendance, as well as reading, writing, mathematics, and science curricula.

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 in all four core content areas 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 French and an Early Bird Band class. In addition to this, there are a total of 52 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:***

Results of the OPIS survey yielded a score of 4.0 for this category. The highest scores on this category were exemplified by a 4.4 in answer to "I know my work location's mission (what it is trying to accomplish)," as well as by a 4.2 response to the statements "My supervisor uses our work location's values to guide us," and "My work location lets me know what it thinks is most important." The lowest score in this category appeared as a 3.7; 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 gauge the administration's effectiveness. In response to this data, it should be noted that the school has been able to involve all stakeholders in the day to day operation of the school by sharing all initiatives with EESAC. 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:***

Results of the OPIS survey yielded a total score of 3.8 as part of the Strategic Planning category. The highest scores in this category came as 4.0 in response to the statements "I know how to tell if we are making progress on my work group's part of the plan," as well as "I know the parts of my work location's plan that will affect me and my work." The lowest score on this category was 3.6 which came in response to the statement "As it plans for the future, my organization asks for my ideas." The principal will employ both EESAC and Curriculum Council to 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.

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.

## ***Stakeholder Engagement:***

Results of the OPIS survey yielded a score of 4.2 out of a possible five points in the Customer and Market Focus category. Individual scores ranged from 4.5 in answer to the statement "I know who my most important customers are" and 4.4 in response to the statement "I keep in touch with my customers" to 4.0 in answer to the statements "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.

The School Climate Survey for both students and parents for the 2005-2006 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 continued to gather an "A" rating for the sixth 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.

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

Results of the OPIS survey for the Human Resource Focus category yielded an average of 4.1 out of a possible five points. Average scores ranged from 4.4 in answer to the statement "I have a safe workplace" to 4.1 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 3.9 in response to work recognition and encouragement for career advancement. The principal will promote advancement by sending faculty and staff to workshops and by e-mailing and posting job openings.

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, serves 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.

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

Results of the OPIS survey for the Measurement, Analysis, and Knowledge Management category yielded an average score of 4.2 out of a possible five points. The survey recorded an average of 4.4 in the areas that measured analysis and quality of work. Answers also ranged from 4.1 to 4.2 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 assessment data for the progress, improvement and monitoring of instruction.

Results of the 2006 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 strands 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 will also administer the MAZE Cloze test three times a year. Results will be tabulated and entered by the reading teachers in order to monitor progress and drive instruction. All teachers attend training sessions to assist them with data analysis and posting their grades on the electronic gradebook. This also serves as a means of constant monitoring of student progress and teacher instructional management.

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

Results of OPIS the survey yielded an average score of 4.0 out of a possible five points for this category. Individual scores ranged from 4.0 to 4.2. 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 3.5. 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.

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. These bodies meet with their constituents and ensure the development and coordination of all instructional reforms.

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

Results of the OPIS survey for the Process Management category yielded an average score of 4.0 out of a possible five points. All scores ranged from 3.9 to 4.1 on the individual items. Respondents agreed with the statement “I have control over my work processes;” 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.

An analysis of the school’s Student Case Management Suspension Summary for the 2005-2006 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 742 indoor suspensions and 389 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 2005-2006 school year yielded that the school had no serious incidents. Hammocks Middle School has implemented a Saturday School program to assist with a ten percent reduction of the suspension rate. This program has been implemented with the support of administrators, teachers, and staff as students report to Saturday School in lieu of suspension.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

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

### ***Needs Assessment***

Sixty-five percent of the total student population met high standards. The percent of sixth grade students scoring at Level 3 or higher increased from 54 in the 2005 administration of the FCAT Reading test to 72 in 2006. The percent of seventh grade students scoring at Level 3 or higher increased from 55 in the 2005 administration of the FCAT Reading Test to 64 in 2006. The percent of eighth grade students scoring at Level 3 or higher increased from 43 in the 2005 administration of the FCAT Reading Test to 58 in 2006.

All Content Cluster Reading scores for sixth grade improved; however, the lowest scores were exhibited in the Reference/Research cluster, with 63 percent correct answers, as well as in the Main Idea/Author's Purpose cluster, with 67 percent correct answers. All Content Cluster Reading scores for seventh grade improved; however, the lowest scores appeared in the Reference/Research cluster, with 67 percent correct answers, as well as in the Main Idea/Author's Purpose cluster, with 70 percent correct answers. Further analysis of data revealed that the percentage of correct answers in the Content Cluster Reading scores for eighth grade students decreased in both Words/Phrases and Reference/Research. The percent of correct answers in the Words/Phrases cluster decreased from 71 to 67, while the percent of correct answers in the Reference/Research cluster decreased from 57 to 56.

Adequate Yearly Progress data indicates that 78 percent of Students with Disabilities did not meet the 44 percent scoring criteria and failed to make adequate gains in reading. Adequate Yearly Progress data also indicates that 63 percent of Limited English Proficiency students did not meet the 44 percent scoring criteria and failed to make

adequate gains in reading.

An analysis of FCAT scores has yielded that 28 percent of sixth grade students failed to achieve high standards in reading; 36 percent of seventh grade students failed to achieve high standards in reading; and 42 percent of eighth grade students failed to reach high standards in reading.

NCLB SUBGROUP TARGET

| TOTAL                               | WHITE                    | BLACK                    | HISPANIC                 | ASIAN                    | NATIVE<br>AMERICAN       | F/R LUNCH                | LEP                                 | SWD                                 | LEVEL I                  | LOWEST 25%               | OTHER                    | GRADUATIO<br>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, 65 percent of students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 51 percent of Limited English Proficiency (LEP) students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 51 percent of Students with Disabilities (SWD) in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, 51 percent of students in grades six through eight scoring in the lowest 25 percent will make annual learning gains on the 2007 administration of the FCAT Reading test.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE   |           | ALIGNMENT                   | BUDGET      |
|--|---|------------|-----------|-----------------------------|-------------|
|  |   | 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.                            | 8/14/2006  | 5/30/2007 | District Strategic Plan     | \$0.00      |
| 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   | 8/14/2006  | 5/30/2007 | District-wide literacy plan | \$0.00      |
| 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.  | 10/16/2006 | 3/10/2007 | District Strategic Plan     | \$40000.00  |
| Increase the number of inclusion classes offered in reading to benefit Students with Disabilities. Provide pull-out tutorial services in all content clusters through a full-time SPED teacher.    | Administrators; ESE Program Specialist; Department Chairperson for Special Education. | 8/14/2006  | 5/30/2007 | Inclusion                   | \$35000.00  |
| Provide Limited English Proficiency Levels 1 and 2 students with daily Bilingual   | Administrators; Bilingual Curriculum Content area teachers.                           | 8/14/2006  | 5/30/2007 | District Strategic Plan     | \$208000.00 |

|   |   |            |           |                              |            |
|---|---|------------|-----------|------------------------------|------------|
| Curriculum Content classes in social studies and science that will focus on all four Reading content clusters.  |   |            |           |                              |            |
| Utilize programs such as Academy of Reading, Accelerated Reader, Read 180, and FCAT Explorer to reinforce and enhance reading skills.                   | Administrators; Reading Department Chairperson; Technology Coordinator; Reading Teachers.               | 8/14/2006  | 5/30/2007 | District-wide literacy plan  | \$0.00     |
| Review results of the MAZE Cloze Test to assist individual students in the areas of fluency and comprehension.  | Reading Department Chairperson; Reading Teachers  | 9/25/2006  | 5/30/2007 | District-wide literacy plan  | \$0.00     |
| Provide Limited English Proficiency students with tutorial pull-out services throughout the content areas.  | Administration; ESOL/World Languages Department Chairperson; HLAP Paraprofessionals                     | 8/21/2006  | 5/30/2007 | District-wide literacy plan  | \$40000.00 |
| Provide Intensive Reading classes on a daily basis to all students scoring at achievement levels 1 and 2 on the 2006 FCAT.                              | Administrators; Language Arts Department Chairperson; Reading Department Chairperson; Reading Teachers. | 8/14/2006  | 5/30/2007 | District-wide literacy plan  | \$0.00     |
| Implement 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.   | 8/28/2006  | 4/23/2007 | Continuous Improvement Model | \$0.00     |
| Provide students who score at FCAT Reading Levels 3-5 with access to after school tutoring.   | Administrators  | 10/16/2006 | 3/15/2007 | District-wide literacy plan  | \$8000.00  |
| Provide advanced level, high school level, and Gifted classes to students who achieve at FCAT Levels 3-5 in Reading.                                    | Administrators  | 8/14/2006  | 5/30/2007 | District Strategic Plan      | \$0.00     |

## 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

## **Professional Development**

1. Training in data analysis, Creating Independence through Student-owned Strategies (CRISS), and writing across the content areas.
2. Training in Curriculum mapping and cross-curriculum planning.
3. Specific inservices focusing on reading strategies, as well as on Read 180 and Academy of Reading.
4. Training in technology to include Moodle.
5. Training on the Continuous Improvement Model.
6. Training on the MAZE close test.
7. Training on CELLA.
8. Training on Edusoft.

## **Evaluation**

The success of the school's objectives will be measured summatively through the Florida Comprehensive Assessment Test (FCAT) Reading. The school will also employ the MAZE 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. These will be graded through Edusoft in order to provide teachers with an accurate analysis of each individual student's areas of weakness.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

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

### **Needs Assessment**

Sixty-five percent of the total student population met high standards in mathematics.

The percent of sixth grade students scoring at Level 3 or higher increased from 55 in the 2005 administration of the FCAT Mathematics Test to 59 in 2006. The percent of seventh grade students scoring at Level 3 or higher increased from 53 in the 2005 administration of the FCAT Mathematics Test to 57 in 2006. The percent of eighth grade students scoring at Level 3 or higher increased from 60 in the 2005 administration of the FCAT Mathematics Test to 61 in 2006.

Adequate Yearly Progress data indicates that African American students did not meet the 50 percent scoring criteria by 54 percent. Adequate Yearly Progress data indicates that Students with Disabilities did not meet the 50 percent scoring criteria by 78 percent. Adequate Yearly Progress data indicates that Limited English Proficiency students did not meet the 50 percent scoring criteria by 60 percent.

The Content Cluster Mathematics scores for sixth grade students remained at 44 percent correct for Measurement, 38 percent correct for Algebraic Thinking, and 67 percent correct for Geometry; however, the lowest score was exhibited in the Data Analysis cluster, which experienced a decrease from 56 to 33 percent correct answers.

The Content Cluster Mathematics scores for seventh grade students remained at 44 percent correct for Measurement; however, there was a significant decrease in the Geometry content cluster from 63 to 50 percent correct, as well as in the Data Analysis cluster, which decreased from 56 to 44 percent correct.



All Content Cluster Mathematics scores for eighth grade students remained the same, exhibiting no increase in the percent of correct answers.

NCLB SUBGROUP TARGET

| TOTAL                               | WHITE                    | BLACK                               | HISPANIC                 | ASIAN                    | NATIVE<br>AMERICAN       | F/R LUNCH                | LEP                                 | SWD                                 | LEVEL I                  | LOWEST 25%               | OTHER                    | GRADUATIO<br>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, 60 percent of students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 56 percent of African-American students in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 56 percent of Students with Disabilities (SWD) in grades six through eight will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficiency (LEP) students will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grades six through eight scoring in the lowest 25 percent will make annual learning gains on the 2007 administration of the FCAT Mathematics test.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)                              | TIMELINE   |           | ALIGNMENT                    | BUDGET     |
|---|--|------------|-----------|------------------------------|------------|
|   |  | 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                       | 8/14/2006  | 5/30/2007 | Continuous Improvement Model | \$0.00     |
| Provide monthly professional development activities which strengthen teachers' skills and mathematics strategies which assist students in meeting the Sunshine State Standards. | Administrators   | 8/8/2006   | 5/30/2007 | District Strategic Plan      | \$0.00     |
| 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 | 8/14/2006  | 5/30/2007 | District Strategic Plan      | \$0.00     |
| Provide access to the after-school tutoring program to remediate areas of deficiency, focusing on Data Analysis and Measurement. Tutoring will also be offered to students in   | Administrators   | 10/16/2006 | 3/10/2007 | District Strategic Plan      | \$40000.00 |

|  |  |           |           |                         |            |
|--|--|-----------|-----------|-------------------------|------------|
| Advanced Academics.  |  |           |           |                         |            |
| 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                       | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |
| Provide all Limited English Proficiency students with tutorial pull-out services in mathematics, focusing on all content clusters.   | Administrators; Home Language Assistance Program Tutors                  | 8/28/2006 | 5/30/2007 | District Strategic Plan | \$42000.00 |
| Increase the number of inclusion classes for mathematics.  | Administrators; Program Specialist for Special Education                 | 8/14/2006 | 5/30/2007 | Inclusion               | \$28000.00 |
| Provide all Students with Disabilities with a tutorial pull-out service focusing on all content clusters. This will serve as support to all Students with Disabilities who are in inclusion and regular classes.   | Administrators; Program Specialist for Special Education                 | 8/14/2006 | 5/30/2007 | Inclusion               | \$37000.00 |
| Create six Intensive Mathematics classes for students who score at FCAT Levels 1 and 2. Selected students will be scheduled into an Intensive Mathematics class on a daily basis.  | Administrators   | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$4000.00  |
| 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. This report will be generated in addition to the Interim Progress Report. | Administrators; Mathematics Department Chairperson; Mathematics Teachers | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |

### Research-Based Programs

- 1.The Glencoe-McGraw-Hill mathematics state-adopted series will be utilized throughout grade levels, including algebra and geometry.
- 2.The Riverdeep program will also be utilized.
- 3.Plato Learning, technology-based program will be utilized.

## **Professional Development**

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

## **Evaluation**

The success of this objective will be measured by results on the mathematics portion of the 2007 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/>   |

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

**Needs Assessment**

The percent of eighth grade students scoring at 3.5 and above increased from 79 percent to 91 percent. The mean score increased from 3.0 in 2005 to 4.2 in 2006. All subgroups met Adequate Yearly Progress.

Analysis of FCAT data yielded that eighth grade students received in mean score of 4.1 in the Expository prompt. The mean score for the Persuasive prompt was 4.2.

Scores increased from 4.0 to 4.1 in the Expository prompt. The highest gain was exhibited in the Persuasive prompt, which increased from 3.8 to 4.2.

**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, 92 percent of eighth grade students will score at 3.5 or higher on the 2007 administration of the FCAT writing test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE  |           | ALIGNMENT                   | BUDGET |
|--|---|-----------|-----------|-----------------------------|--------|
|  |   | START     | END       |                             |        |
| Provide 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 | 9/11/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| 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 | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement a collaborative teaching approach through monthly Mega Monday meetings through which all grade level language arts teachers can develop a seamless approach to writing instruction.  | Administrators  | 8/14/2006 | 5/30/2007 | District-wide literacy plan | \$0.00 |
| Implement the McDougal Littell 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 | 8/14/2006 | 5/30/2007 | District Strategic Plan     | \$0.00 |

|   |  |           |           |                                |        |
|---|--|-----------|-----------|--------------------------------|--------|
| Implement quarterly writing assessments using the rubric that follows state standards to provide students with a simulated testing environment. | Administration; Language Arts<br>Department Chairperson; ESOL<br>Department Chairperson; ESE<br>Department Chairperson | 9/18/2006 | 5/30/2007 | District-wide<br>literacy plan | \$0.00 |
|---|--|-----------|-----------|--------------------------------|--------|

## **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**

1. Training will be provided in rubric (holistic) scoring.
2. Training will be provided on CRISS writing strategies, and FCAT writing across the content areas.
3. Training will be provided on the Continuous Improvement Model.

## **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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

All students will increase their scientific knowledge.

### ***Needs Assessment***

The mean scale score on FCAT science increased by three points from 295 to 298, which was above the district mean scale score. Thirty-two percent of eighth grade students scored at Level 3 or higher on FCAT science.

Analysis of the FCAT Science data reveals that the percent of correct answers on the individual clusters increased for Earth/Space, Life/Environmental, and Scientific Thinking. The percent of correct answers on the Earth/Space content cluster increased from 42 to 62 percent. The percent of correct answers on the Life/Environmental content cluster increased from 54 to 62 percent. The percent of correct answers on the Scientific Thinking content cluster increased from 46 to 50 percent. However, the percent of correct answers on the Physical/Chemical content cluster decreased from 54 to 45 percent.



## Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade eight will score at Level 3 or higher in the 2007 administration of the FCAT Science test.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                             | TIMELINE  |           | ALIGNMENT               | BUDGET     |
|--|---|-----------|-----------|-------------------------|------------|
|  |   | START     | END       |                         |            |
| Utilize the Sunshine State Standards in all science classes on a daily basis.  | Administrators; Science Department Chairperson; and Science Teachers    | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |
| 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    | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |
| 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  | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |
| 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    | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |
| 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    | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |
| 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    | 8/21/2006 | 5/15/2007 | District Strategic Plan | \$0.00     |
| Increase the number of inclusion science classes and offer a pull-out tutorial program for Students with Disabilities focusing on all content clusters.  | Administrators; Program Specialist for Special Education; SPED Teachers | 8/14/2006 | 5/30/2007 | Inclusion               | \$37000.00 |
| Offer Bilingual Curriculum Content area classes in science at every grade level which will focus on all content clusters.  | Administrators; BCC Teachers  | 8/14/2006 | 5/30/2007 | District Strategic Plan | \$0.00     |

## **Research-Based Programs**

- 1.The Glencoe McGraw-Hill state adopted science series, Grades 6-8
- 2.The Florida Holt Earth Science state-adopted series for Honors Physical Science

## **Professional Development**

- 1.Data analysis: Linking data to instruction
- 2.Creating Independence through Student-owned Strategies (CRISS)
- 3.Instructional focus calendars
- 4.Benchmarking through Mega Mondays
- 5.Continuous Improvement Model

## **Evaluation**

Performance in science will be evaluated by scores on the 2007 administration of the FCAT science test. FCAT-based monthly 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

|  |   |  |   |  |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/>                            | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/>   | <input checked="" 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. Measurement will be assessed through PTSA Membership roster, Open House visitation logs, as well as through participation in Parent Academy.

## 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 2006-2007 school year as compared to the 2005-2006 school year and as documented on the PTSA membership report.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)     | TIMELINE  |            | ALIGNMENT               | BUDGET    |
|--|---|-----------|------------|-------------------------|-----------|
|  |   | START     | END        |                         |           |
| Invite all parents to participate in yearly award ceremonies and recognitions honoring the achievement of selected students.   | Administrators; Activities Director             | 5/1/2007  | 5/28/2007  | District Strategic Plan | \$0.00    |
| Conduct a PTSA drive at the beginning of the year to increase parent participation in school-wide concerns.  | Administrators; PTSA President                  | 8/21/2006 | 10/23/2006 | District Strategic Plan | \$0.00    |
| Conduct monthly EESAC meetings to provide updates to parent and community representatives about school improvement efforts.  | Administration                                  | 8/14/2006 | 5/30/2007  | District Strategic Plan | \$0.00    |
| Invite parents to participate in a yearly school-wide FCAT Fair as well as in FCAT kick-off activities.  | Administrators; Guidance Department             | 1/8/2007  | 1/29/2007  | District Strategic Plan | \$3000.00 |
| Create a Parent Resource Center in the guidance office.  | Administrators; Guidance Department             | 8/14/2006 | 5/30/2007  | District Strategic Plan | \$0.00    |
| Provide parents with daily access to students' grades through the Hammocks Middle School web page.   | Administrators; Technology Coordinator          | 8/14/2006 | 5/30/2007  | District Strategic Plan | \$0.00    |
| Provide parents with strategies given at scheduled parent-teacher conferences through the Student Services personnel, who will assist with information regarding student progress and course requirements. | Administrators; Guidance Department Chairperson | 8/14/2006 | 5/30/2007  | District Strategic Plan | \$0.00    |
| Provide parents with daily e-mail access to all teachers through the Hammocks Middle School web page.  | Administrators; Technology Coordinators         | 8/14/2006 | 5/30/2007  | District Strategic Plan | \$0.00    |
| Provide parents with brochures containing strategies that can be used at home to support   | Administration; Guidance Department Chairperson | 8/14/2006 | 5/30/2007  | District Strategic Plan | \$0.00    |

|  |                |           |           |                         |        |
|--|----------------|-----------|-----------|-------------------------|--------|
| academic achievement through print and verbal information given out during weekly parent-teacher conferences and meetings. |                |           |           |                         |        |
| Offer Parent Academy classes through Community School.   | Administration | 9/25/2006 | 6/1/2007  | District Strategic Plan | \$0.00 |
| Inform the community through Connect-Ed about upcoming curricular and extra-curricular activities and events.              | Administration | 8/7/2006  | 6/15/2007 | District Strategic Plan | \$0.00 |

## Research-Based Programs

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

## Professional Development

- 1.Monthly EESAC meetings
- 2.Parent Academy classes offered through Community School
- 3.Workshops from the Student Services personnel as part of Open House and FCAT Fair

## Evaluation

- 1.Workshop attendance rosters
- 2.PTSA membership rosters
- 3.EESAC attendance rosters
- 4.Number of hits by parents on the school's website

## 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Hammocks Middle School will provide a safe and disciplined environment for all students.

### ***Needs Assessment***

The 2005-2006 Hammocks Middle School suspension report documented 389 outdoor suspensions and 742 indoor suspensions, reflecting 51.4% of the total student body.

## Measurable Objective

Given alternative strategies to discipline students, 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<br>(Identify by titles)              | TIMELINE   |           | ALIGNMENT               | BUDGET     |
|--|--|------------|-----------|-------------------------|------------|
|  |  | START      | END       |                         |            |
| Implement after school detentions four times a week to address minor behavior infractions.   | Administrators; Program Specialist for Special Education | 8/21/2006  | 5/24/2007 | District Strategic Plan | \$20000.00 |
| Implement Saturday School as an alternative to suspensions for major behavior infractions in lieu of indoor suspension.  | Administrators   | 10/14/2006 | 5/19/2007 | District Strategic Plan | \$30000.00 |
| 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          | 9/13/2006  | 5/1/2007  | District Strategic Plan | \$0.00     |
| Implement a mediation program through student aides which will be trained in daily application of conflict resolution strategies.  | Administrators; TRUST Counselor                          | 10/2/2006  | 5/30/2007 | District Strategic Plan | \$0.00     |
| 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          | 8/14/2006  | 5/30/2007 | District Strategic Plan | \$0.00     |
| Utilize the "Benjamin Incentive Program" as token economy to reinforce positive behavior in all students every nine-week period.   | Administrators; Guidance Counselors                      | 9/4/2006   | 5/30/2007 | District Strategic Plan | \$5000.00  |

### Research-Based Programs

1. Use of the "Benjamin Incentive" token economy to reinforce positive behavior as 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.
2. Implementation of Middle Moves: Orientation for 6th Grade Students program which 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 at the beginning of the school year.
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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

The school is committed to the enhancement of technology for both students and staff through the acquisition of hardware and software, as well as through training.

### ***Needs Assessment***

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.

All students in Intensive Reading and Intensive Mathematics classes, as well as those students who have failed either language arts or mathematics during the previous school year, are in need of exposure to software programs to facilitate application in content area classes as well as to provide remedial lessons that allow for the scaffolding of knowledge. 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. Furthermore, students in computer classes will also have access to 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.

## Measurable Objective

Given school-wide emphasis on computer-based software programs, student use of technology will improve by 10 percent in the 2006-2007 school year as compared to the 2005-2006 school year as documented by access to and completion of Academy of Reading and Academy of Math lessons as well as PLATO curricula.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE   |           | ALIGNMENT               | BUDGET     |
|--|---|------------|-----------|-------------------------|------------|
|  |   | START      | END       |                         |            |
| Increase the assignation of intensive reading and mathematics classes to computer labs on a mandatory weekly basis for completion of lessons.  | Administrators; Technology Coordinators     | 8/14/2006  | 5/21/2007 | District Strategic Plan | \$0.00     |
| Increase the assignation of PLATO software/Course Recovery classes to computer labs on a daily basis.  | Administration; Course Recovery Teacher     | 8/14/2006  | 5/30/2007 | District Strategic Plan | \$3500.00  |
| Increase the assignation of students to the Read 180 program.  | Administration; Reading teachers            | 10/23/2006 | 5/30/2007 | District Strategic Plan | \$10000.00 |
| Implement a computer-based after school tutoring component.  | Administrators                              | 10/9/2006  | 5/14/2007 | District Strategic Plan | \$10000.00 |
| Implement EasyTech lessons through the involvement of every student in grades six through eight in powerpoint, spreadsheet, word processing, internet access, and webbing software.  | Administrators; Technology Coordinator      | 9/4/2006   | 5/14/2007 | District Strategic Plan | \$0.00     |
| 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      | 8/14/2006  | 5/30/2007 | District Strategic Plan | \$0.00     |
| 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. | Technology Coordinator                      | 8/14/2006  | 5/30/2007 | District Strategic Plan | \$0.00     |
| Increase the attendance to technology staff development activities offered by the technology coordinators at both the school and district levels.  | Administrators; Technology Coordinators     | 8/14/2006  | 5/30/2007 | District Strategic Plan | \$0.00     |

## **Research-Based Programs**

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

## **Professional Development**

1. Training on the use of the listed computer programs. A technology committee will meet to assist with the organization of these trainings and activities. Training will be conducted by the computer specialists, media specialist, computer lab assistant, and other computer proficient staff members.
2. Training will be conducted on the use of Read 180, Academy of Reading, and Academy of Math by the computer specialist for all teachers utilizing the programs.

## **Evaluation**

The improvement in the use of technology will be measured by student usage reports of EasyTech lessons through their computer classes. Specific improvement will be measured by access to and completion of Academy of Reading, Academy of Math, Read 180, and PLATO lessons. 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

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. This represents 50 percent of the student body.

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 to 53 percent.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                  | TIMELINE  |           | ALIGNMENT                  | BUDGET    |
|--|--|-----------|-----------|----------------------------|-----------|
|  |  | 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<br>Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic<br>Plan | \$0.00    |
| Train students for muscular endurance, muscular strength, cardiovascular efficiency and flexibility using the weight room and the track on a rotational basis. | Administrators; Physical Education<br>Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic<br>Plan | \$3700.00 |
| Ensure the implementation of the Healthy Kids program throughout school.   | Administration; Physical Education<br>Department             | 8/14/2006 | 5/30/2007 | District Strategic<br>Plan | \$0.00    |
| Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis through observation.                       | Administration; Physical Education<br>Department Chairperson | 8/14/2006 | 5/30/2007 | District Strategic<br>Plan | \$0.00    |
| Provide students with four mini workshops during the school day on health-related issues, including healthy meals and daily exercise.                          | Administration; Physical Education<br>Department Chairperson | 10/9/2006 | 5/30/2007 | District Strategic<br>Plan | \$0.00    |

## 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.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

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. 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.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                 | TIMELINE  |           | ALIGNMENT                    | BUDGET     |
|--|---|-----------|-----------|------------------------------|------------|
|  |   | 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            | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$3700.00  |
| Offer six sections of guitar of guitar.  | Administration  | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$3700.00  |
| Offer one section of photography as an additional teaching period.   | Administration  | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$3700.00  |
| Offer nine sections of Spanish on a daily basis to all students.   | Administration; ESOL/World Languages Department Chairperson | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$74000.00 |
| Offer six sections of French on a daily basis to all students.   | Administration; ESOL/World Languages Department Chairperson | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$45000.00 |
| Offer five sections of art on a daily basis to all students.   | Administrators; Fine Arts Department Chairperson            | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$40000.00 |
| Offer one section of Italian.  | Administration. World Languages Department Chairperson.     | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$20000.00 |
| Offer 24 sections of computer/technology/vocational education.   | Administration; Vocational Department Chairperson           | 8/14/2006 | 5/30/2007 | District Strategic Plan      | \$12000.00 |
| Offer 18 sections of Physical Fitness.   | Administration; Physical Education Department Chairperson   | 8/14/2006 | 5/30/2007 | District Strategic Plan      | \$12000.00 |
| Offer two sections of Learning Strategies to Students with Disabilities.   | Administration; Special Education Department Chairperson    | 8/14/2006 | 5/30/2007 | District Strategic Plan      | \$8000.00  |
| Offer five sections of dance on a daily basis to all students.   | Administrators; Fine Arts Department Chairperson            | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$40000.00 |



|   |   |           |           |                              |            |
|---|---|-----------|-----------|------------------------------|------------|
| Offer five sections of drama on a daily basis to all students.                        | Administrators; Fine Arts<br>Department Chairperson | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$40000.00 |
| Offer six sections of chorus and strings.   | Administrators; Fine Arts<br>Department Chairperson | 8/14/2006 | 5/30/2007 | Expanding arts opportunities | \$40000.00 |
| Offer a Gifted Resource elective on a daily basis for students in Advanced Academics. | Administration; Gifted Resource<br>Teacher          | 8/14/2006 | 5/30/2007 | District Strategic Plan      | \$0.00     |

## **Research-Based Programs**

Not applicable.

## **Professional Development**

1. Attend district meetings and in-services in the areas of fine, performing arts, and world languages.
2. Complete technology-based in-services which will assist with the development of curriculum and instruction.
3. Receive training on the Continuous Improvement Model.

## **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. The school's budget for personnel and supplements will reflect all strategies.

## 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.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

|  |   |  |   |  |
|--|---|--|---|--|
| Ensure achievement of high academic standards by all students. | Develop our students so that they are able to successfully compete in the global economy. | Actively engage family and community members to become our partners in raising and maintaining high student achievement. | Reform business practices to ensure efficiency, effectiveness and high ethical standards. | Recruit, develop and retain high-performing, diverse, and motivated faculty and staff. |
| <input checked="" type="checkbox"/>                            | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/>   | <input checked="" 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 2005-2006 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 2005 to the 96th percentile.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE  |           | ALIGNMENT                    | BUDGET |
|---|---|-----------|-----------|------------------------------|--------|
|   |   | START     | END       |                              |        |
| Collaborate with the district on resource allocation through the submission of grants on a yearly basis.  | Administration; Grant Writing Team          | 8/14/2006 | 5/30/2007 | District Strategic Plan      | \$0.00 |
| Create partnerships with community agencies on an on-going basis.   | Administrators                              | 8/14/2006 | 5/30/2007 | Community Partnerships       | \$0.00 |
| Become more informed about the use of financial resources in relation to school programs through attendance at District-level workshops.                              | Administrators                              | 8/14/2006 | 5/30/2007 | Continuous Improvement Model | \$0.00 |
| 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                              | 8/14/2006 | 6/8/2007  | Community Partnerships       | \$0.00 |

### 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 2006-2007 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 \$21,420.52. 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.

### ***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 conversant with 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 cognizant of all the technology initiatives implemented by the school. The school's technology coordinator has also implemented a computer lab schedule through which all intensive reading and mathematics classes rotate on a daily and weekly basis.

### ***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 cornerstone 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 2005-2006 school year yielded that 80 percent of parents stated that their child's school was safe and secure. The school is also implementing a Saturday Program to assist with the total suspension rate. All administrators also employ progressive discipline and the Continuous Improvement Model as part of their approach to target all disciplinary issues.

## *Budget Summary*

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| <b>BY GOAL</b>                    | <b>TOTAL BUDGET</b> |
|-----------------------------------|---------------------|
| Goal 1: Reading                   | \$331,000.00        |
| Goal 2: Mathematics               | \$151,000.00        |
| Goal 3: Writing                   | \$0.00              |
| Goal 4: Science                   | \$37,000.00         |
| Goal 5: Parental Involvement      | \$3,000.00          |
| Goal 6: Discipline & Safety       | \$55,000.00         |
| Goal 7: Technology                | \$23,500.00         |
| Goal 8: Health & Physical Fitness | \$3,700.00          |
| Goal 9: Electives & Special Areas | \$342,100.00        |
| Goal 10: Return On Investment     | \$0.00              |
| <hr/>                             |                     |
| <b>Total:</b>                     | <b>\$946,300.00</b> |

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*