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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6241 - Highland Oaks Middle School

*FeederPattern:* Dr. Michael M. Krop Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Sally Alayon

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Highland Oaks Middle School*

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Highland Oaks Middle School is located in a diverse and evolving urban community where a variety of cultures and nationalities come together to experience the excitement and challenge of cultural diversity. Our school services 2,221 students and their parents in grades 6-8 in the regular education cultural diversity, SWD, and gifted program.

We take pride in our multicultural diversity where 39% of our students are Hispanic, 28% are African American, 33% are White, 2% are Asian, and 1% Multi-racial.

Highland Oaks Middle School's Educational Excellence School Advisory Council (EESAC) and its faculty, staff, and community believe that all students are capable of learning. Consequently, there is a concerted effort to develop all students' academic, social, physical, and emotional potential. Through collaboration of this school's stakeholders, it is our goal to create life-long learners and contributing citizens in a democratic, multicultural, and evolving society.

The faculty, staff, parents, and community of Highland Oaks Middle School have carefully examined a wide-range of disaggregated data in the preparation of the development of the 2006-2007 School Improvement Plan. Most significant in this review were strengths and weaknesses in student academic and demographic profiles.

Given instruction based on the Sunshine State Standards all students in grades six, seven, and eight will improve their reading skills as evidenced by a 73% scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards all Limited English Proficiency (LEP) students in grades six, seven, and eight will improve their reading skills as evidenced by 51% scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades six, seven, and eight will improve their reading skills as evidenced by 51% scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards all students in grades six, seven, and eight will improve their mathematics skills as evidenced by a 71% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards all African American students in grades six, seven, and eight will improve their mathematics skills as evidenced by 56% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics assessment.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades six, seven, and eight will improve their mathematics skills as evidenced by 56% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards all Limited English Proficient (LEP) students in grades six, seven, and eight will improve their mathematics skills as evidenced by 56% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, all students in the 8th grade will increase their writing skills as evidenced on the 2007 administration of FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards, all students in the 8th grade will improve their science skills as evidenced by 55% scoring at or above level 3 on the 2007 FCAT Science Assessment.

Given the district-wide emphasis on parental and community involvement in the school system, a 5% increase will be demonstrated in parental and community interaction with the school as evidenced by comparing the hourly logs for the 2005-2006 and 2006-2007 school years. The number of hourly parental volunteer entries in 2005-2006 was 1,749 hours and will increase to 1,836 for the 2006-2007 school year.

Given instruction utilizing the Code of Student Conduct to emphasize a safe and orderly learning environment, student behavior will improve as evidenced by a 20% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 11% in the 2005-2006 school year.

Given an emphasis on the use of technology in education and the continuous improvement model, faculty and students will increase their usage of technology in the classrooms as evidenced by an increase of 2.08 to 2.20 as was determined from a pre and post test data in the 2005 - 2006 school year. The expected target of 2.20 will be based on a survey to be administered in May, 2007.

Given instruction based on M-DCPS Competency Based Curriculum in Physical Education and Health related fitness, students in grades 6-8 physical education classes will increase the number of annual awards as evidenced by 55% of the students achieving minimum fitness standards in the 2006-2007 President's Challenge Health Fitness Test as compared to 52% of the students in 2005-2006.

Given emphasis on the benefits of participating in vocational and fine arts programs, the percentage of students participating in after school clubs and extra curricular activities will increase by 10% during the 2006-2007 school year as compared to the 2005-2006 school year.

Highland Oaks Middle School will continue to improve its ranking on the State of Florida ROI Index Publication from the 95th percentile by 1% in 2005-2006 to a 96th percentile on the next publication of the index.

Highland Oaks Middle School continues to reach for excellence by identifying areas for improvement based on the results of the Organizational Performance Improvement Snapshot Survey. One of the opportunities for improvement relates to the overall process management within the school. Opportunities for improvement indicate that there is a modified need to provide readily available information regarding the fiscal forecast for our location. The principal will provide feedback to all major stakeholders and the leadership team concerning financial matters.

This will be achieved through meetings with various entities such as, the faculty, EESAC, curriculum council, team leaders and the administrative team.

The principal along with the administrative team will implement strategies for continuous process management improvement at our location. In regards to faculty, the principal will meet per semester to outline current and future financial needs to have an impact on student achievement. Secondly, the EESAC committee will have a mini budget workshop to discuss the disbursement of funds and provide input on incentives for student achievement. Next the curriculum council and team leaders meet quarterly to forecast resources needed to support instruction and continuous academic improvement. Finally, the administrative staff will continuously plan for daily operations and long-term student achievement.

# 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.

## Highland Oaks Middle School

### VISION

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and a tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all the goals set forth. Highland Oaks Middle School's vision and mission is defined by high academic standards, the middle school philosophy, and the implementation of the most current educational practices so that all students become valuable and productive members of their community and society as a whole.

### MISSION

The Highland Oaks Middle School team is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunities for lifelong learning.

## CORE VALUES

Highland Oaks Middle School wishes to build a learning community in which students develop knowledge and expertise by interacting with others to co-construct their learning. Our core values are based on building literacy and creativity through engagement, the capacity of the staff to create an effective learning culture, and a solid curriculum foundation for student learning. Clarifying the vision, understanding the philosophy of the program, establishing roles and responsibilities reaching beyond the classroom walls, and incorporating technology into the instruction are on-going processes, which require expertise and commitment. We value the right to promote a culture of excellence by providing purposeful and enriching instruction, ensuring that each student will reach his or her optimal potential. We are committed to generating a spirit of leadership and positive self-concept. It is our goal to involve all stakeholders in accepting responsibility for achievement, along with a vision that the products of this educational institution exceed expectations so that a global society will reap the rewards of our dedication. Our program is inclusive of all students where equity in learning is paramount, facilitating the formation of a life-long informed learner.

## *School Demographics*

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Highland Oaks Middle School consistently reaches for excellence. The school is recognized because of its outstanding reputation in academic achievement, safe school environment, exceptional faculty and staff, and strong parental involvement. The school serves grades six, seven, and eight and is located in northeast Miami-Dade County. Additionally, the school serves a diverse population within an urban multicultural community with 2,221 students composed of 861 Hispanic, 662 White Non-Hispanic, 606 Black Non-Hispanic, and 92 Asian/Indian/Multiracial. The school serves 170 Students With Disabilities and has a Gifted Program consisting of 333 students. The administrative team has an average of 15 years in the Miami Dade County Public School System and is cognizant of the school's needs and student achievement trends within the school site. All instructional staff at the school site are certified. Student-to-teacher ratios meet state requirements. Currently, Highland Oaks Middle School employs 120 teachers, of which 49 are male 71 are female. Fifty-two faculty members have Masters degrees, 10 have Specialist degrees, 4 have Doctoral degrees, 2 are nationally board certified teachers, and 6 are beginning teachers. The ethnic composition of the staff is as follows: 67 percent white, 26 percent black non-Hispanic, and 7 percent Hispanic. Highland Oaks Middle School serves a diverse student population and offers many services to meet the needs of the community. The population in the surrounding community has increased greatly with the addition of many single-family housing developments, as well as, multi-family developments. The impact of this growth has created many challenges for Highland Oaks Middle School, to better serve the community the creation of the west campus scheduled to be opened in October of 2006 was implemented. Highland Oaks Middle School has been privileged to be awarded several recognitions: Title 3 Grant, United Way Student Campaign awards, numerous extra curricular clubs and sports awards, Golden Apple Award, a Performance Based Pay Policy between UTD and M-DCPS linking teacher pay to performance of student learning gains, and Florida State Performance Pay recognizing Highland Oaks Middle School as an "A" school. Additionally, the implementation of reading enhancement programs, bi-lingual tutoring programs, extensive pull-out programs, after school enrichment classes, and parent workshops will continue to provide guidance and assistance to our students, parents, and teachers in reaching the highest of academic standards.

# *School Foundation*

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## ***Leadership:***

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 1 entitled School Leadership was 4.4. Positive remarks were made in regards to knowing the organization's mission, the supervisor's values, the sharing of information, and the importance of information. Overall results displayed high in regards to a positive working environment and the daily operations of the school. An opportunity for improvement indicates that seeking greater input from staff and consistent management feedback is necessary.

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

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicates that an overall average for section 2 entitled Strategic Planning was 4.0. Positive remarks were made in regards to understanding data that pertains to student achievement and overall school initiatives. In addition, staff is aware of the opportunity for improvement indicating a greater input from staff regarding ideas for the future is necessary. The staff is cognizant of the importance of their role in achieving the school goals and objectives. An opportunity for improvement indicates that seeking greater input from staff in regards to ideas for the future is necessary.

## ***Stakeholder Engagement:***

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 3 entitled Customer and Market Focus was 4.2. Positive remarks were made in regards to knowing the most important customers, keeping in touch with them, and knowing what they need and want. An opportunity for improvement indicates that greater feedback is needed to review their level of satisfaction with our organization.

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

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 5 entitled Human Resource Focus was 4.3. Positive remarks indicate that there are opportunities for monitoring and modifying daily functions; and collaborative spirit amongst co-workers is apparent. The teaming philosophy and small learning communities are utilized to maintain a positive working environment. Opportunities are available for the continuous improvement of staff morale.

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

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 4 entitled Measurement, Analysis, and Knowledge Management was 4.4. Positive remarks indicate that data driven instruction is readily accessible and disaggregated data is utilized to implement/faciliate differentiated instruction. An opportunity for improvement in the area of how information is disseminated in our school is needed via in-service opportunities.

## ***Education Design:***

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 7 entitled Business Results was 4.2. Positive remarks indicate that the majority of the staff are satisfied with their job and have an opportunity to achieve excellence. Extended learning opportunities are readily available for curricular students in the form of after school tutoring in reading, writing, science, mathematics, and ESOL. Additionally, pullout tutorials for Level 1 and 2 students, SWD, and LEP students have been instituted. Faculty in-services, department meetings, and team meetings evaluate the school's goals utilizing the Plan, Do, Study, Act (CIM). Advanced academic and gifted courses are readily available for students based on FCAT scores and teacher recommendations. Opportunities for improvement indicate that more information be provided in the areas of fiscal management.

***Performance Results:***

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 6 entitled Process Management was 4.2, an increase of .1 from 2005. Positive remarks indicate that the methods in which work is completed and evaluated is satisfactory. Opportunities for improvement indicate that there is a need to provide readily available information regarding the quality and evaluation of performances through school based programs and initiatives.

## 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 at Highland Oaks Middle School will be able to read at or above grade level and increase their learning gains during the 2006-2007 school year in order to become literate members of society.

### **Needs Assessment**

Scores on the 2006 FCAT Reading assesment indicate that 68% of students in grades 6-8 have scored at or above FCAT Level 3, an increase of 11% points over scores of the 2005 administration. Therefore, 32% of students in grades 6-8 are not meeting FCAT Level 3 or above. Scores on the 2006 Reading Assessment indicate that 28% of students in grade 6 are scoring below FCAT Level 3 in reading, 36% of students in grade 7 are scoring below FCAT Level 3 in reading, and 50% of students in grade 8 are scoring below FCAT Level 3 in reading. In addition, 22% of students in grades 6-8 scoring in the lowest 25% did not make learning gains in reading. This is documented by a decrease of 3% points over scores of the 2005 administration. Scores on the 2006 Reading Assessment indicate that 63% of Limited English Proficiency (LEP) students in grades 6-8 are scoring below FCAT Level 3 in reading. Scores on the 2006 Reading Assessment indicate that 80% of Students With Disabilities (SWD) in grades 6-8 are scoring below FCAT Level 3 in reading. In grades 6-8, continued emphasis will be placed on the Sunshine State Standards that focus on words and phrases, main idea, author's purpose, comparison, and reference and research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input 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 all students in grades six, seven, and eight will improve their reading skills as evidenced by a 73% scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards all Limited English Proficiency (LEP) students in grades six, seven, and eight will improve their reading skills as evidenced by 51% scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades six, seven, and eight will improve their reading skills as evidenced by 51% scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enroll all Level 1 and 2 students in an Intensive Reading or Intensive Reading Plus class.	Grade Level Assistant Principal, Grade Level Counselors, Reading Specialist, Department Chairperson	08/14/06	05/30/07	Communities of Practice	\$0.00
Create a school-based Literacy Leadership Team.	Principal, Assistant Principal, Reading Specialist, Reading Department Chairperson	8/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Organize school-wide reading programs and contests to promote the enjoyment of reading (Club Read, Extreme Reading Week, Library Media Week, Scholastic Book Fair, Jumping for George, etc.) on a monthly basis.	Media Specialist, Reading Specialist, Reading Department Chairperson	08/14/06	05/30/07	School-to-Career	\$1000.00
Use hands-on activities, manipulatives, or diagrams to provide alternate means of instruction, use books on tape or other audio versions of materials, highlight important aspects of the text (visual learning).	ESE Program Specialist, Reading Specialist, ESOL Department Chairpersons, all Department Chairpersons, Teachers	08/14/06	05/30/07	Inclusion	\$2000.00
Infuse research based reading programs into Intensive Reading and Intensive Reading Plus classes.	Assistant Principal, Reading Department Chairperson, Reading Specialist, Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$25000.00
Provide structured reading pull-out tutoring program to Level 3 students who previously scored at Levels 1 and 2 times a week.	Reading Specialist, Reading Department Chairperson, Reading Pull-out Teachers	08/14/06	05/30/07	Small Learning Communities	\$0.00
Offer professional development to all teachers to focus on reading strategies, programs, and assessments, which will also	Principal, Assistant Principal, Reading Specialist, ESE Program Specialist, ESOL Department	08/14/06	05/30/07	District-wide literacy plan	\$0.00

focus on students not meeting AYP requirements.	Chairperson, Reading Department Chairperson				
Utilize all data (SPI, FCAT, Edusoft, Cognos, formative assessments summative assessments) to differentiate instruction.	Principal, Assistant Principal, Reading Specialist, Reading Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Create and build classroom libraries for each classroom.	Reading Specialist, Reading Department Chairperson, Teachers	08/14/05	05/30/07	District-wide literacy plan	\$0.00
Promote the acquisition of the Reading Endorsement Certification for all teachers.	Principal, Assistant Principal, Reading Specialist	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Encourage curriculum instruction in classrooms to emphasize CRISS strategies such as note cards, selective underlining, and graphic organizers for students who did not meet AYP.	Reading Specialist, Department Chairpersons	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Encourage the use of foreign language tutors for LEP students both during school hours as a pull-out program, as well as, after school and Saturday tutoring.	Counselors, ESOL Department Chairperson, ESOL Teachers	08/14/06	05/30/07	Dual Language Education	\$0.00
Monitor the progress on all Level 1 and 2 students using MAZE Assessment and District Interim Assessments.	Principal, Assistant Principal, Counselor, Reading Specialist, Reading Department Chairperson	8/14/2006	05/30/07	Academic Teams	\$0.00
Promote and monitor after school reading tutorial labs two days per week	Principal, Assistant Principal, Reading Specialist,	08/14/06	05/30/07	Communities of Practice	\$0.00
Implement LEP Language Lab for all LEP students on a weekly rotational basis utilizing Compass Learning software.	ESOL Assistant Principal, ESOL Department Chairperson, Reading Department Chairperson, Reading Specialist, ESOL Teachers	08/14/06	05/30/07	Dual Language Education	\$0.00
Utilize all IEP accommodations on time to provide training for SWD teachers on reading instruction.	ESE Program Specialist, ESE Teachers, Reading Specialist, Reading Department Chairperson	8/14/2006	05/30/07	Inclusion	\$0.00

## Research-Based Programs

- \* Scholastic Read XL
- \* Scholastic Read 180
- \* Reading Plus
- \* FCAT Explorer
- \* Accelerated Reader

## **Professional Development**

- \* Attend District and National conferences and workshops
- \* Weekly Department meetings
- \* MAZE Assessment training
- \* 8-step Continuous Improvement Model (CIM)
- \* Progress Monitoring reporting
- \* Network (PMRN) training
- \* Monthly Reading Coaches meetings
- \* Instructional Framework training
- \* Sunshine State Standards Reading Benchmarks
- \* CRISS strategies
- \* Differentiated Instruction training
- \* Edusoft training
- \* Reading Item Specification workshops

## **Evaluation**

- \* 2007 Florida Comprehensive Assessment Test (FCAT) Reading
- \* District approved Interim Assessments
- \* STAR Reading Assessment
- \* MAZE Assessment
- \* Diagnostic Assessment of Reading (DAR)
- \* Site authored FCAT simulation Assessments using Edusoft

## 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 at Highland Oaks Middle School will demonstrate increased performance in mathematics and be able to function at or above grade level.

### ***Needs Assessment***

Scores of the 2006 FCAT Mathematics Assessment indicate that 66% of students in grades 6-8 have scored at or above FCAT Achievement Level 3, an increase of 3% points over scores of the 2005 administration; however, 34% of students in grade 6-8 are scoring below FCAT Achievement Level 3. Scores on the 2006 Mathematics Assessment indicate that 42% of students in grade 6 are scoring below FCAT Level 3 in mathematics, 43% of students in grade 7 are scoring below FCAT Level 3 in mathematics, and 32% of students in grade 8 are scoring below FCAT Level 3 in mathematics. In addition, 73% of students in grades 6-8 have demonstrated acceptable learning gains in mathematics, an increase of 3% over scores of the 2005 administration; therefore, 27% of students in grade 6-8 are not demonstrating acceptable levels of learning gains in mathematics. Scores of the 2006 FCAT Mathematics Assessment indicate that 56% of the African American students in grades 6-8 are scoring below Level 3. Scores of the 2006 FCAT Mathematics Assessment indicate that 78% of the Students With Disabilities (SWD) in grades 6-8 are scoring below Level 3. In grades 6-8, more emphasis will be placed on benchmarks that focus on number sense, measurement, geometry, algebraic thinking, data analysis and probability.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 all students in grades six, seven, and eight will improve their mathematics skills as evidenced by a 71% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards all African American students in grades six, seven, and eight will improve their mathematics skills as evidenced by 56% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics assessment.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades six, seven, and eight will improve their mathematics skills as evidenced by 56% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards all Limited English Proficient (LEP) students in grades six, seven, and eight will improve their mathematics skills as evidenced by 56% scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze mathematics diagnostic tests to assure proper placement of students according to FCAT achievement levels.	Math Specialist, Math Department Chairperson, Grade Level Counselors	08/14/06	05/30/07	Academic Teams	\$0.00
Encourage teachers to receive gifted certification through college level courses or Teacher Education Center (TEC), and/or complete state certification in Mathematics.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide tutoring services that use specific ESE strategies to target students in Levels 1 and 2.	Math Specialist, Math Department Chairperson, ESE Program Specialist, ESE Teachers	08/14/06	05/30/07	Inclusion	\$0.00
Promote professional development activities available through Region, District, and Teacher Education Center.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Enroll identified students into an intensive mathematics elective class.	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors	08/14/06	05/30/07	Communities of Practice	\$0.00
Utilize Student Services Department and teachers to identify students eligible for advanced and honor level courses and make recommendations for proper placement into	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

these courses on a quarterly basis.					
Promote and monitor after school mathematics tutorial and tutorial labs two days per week.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson	08/14/06	05/30/07	Communities of Practice	\$0.00
Promote Math Madness Week consisting of activities and contests at the school and district levels. Participate in math competitions in local, district, and state levels.	Math Specialist, Math Department Chairperson	08/14/06	05/30/07	Academic Teams	\$1000.00
Infuse research-based programs into Intensive Math and general Mathematic classes.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, and Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$10000.00
Identify students not mastering specific content clusters on the FCAT Mathematics Assessment according to Student Performance Indicators.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Identify the students in all subgroups scoring at Level 1 or Level 2 on the FCAT Mathematics Assessment as delineated in AYP disaggregated data.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors	08/14/06	05/30/07	Academic Teams	\$0.00
Provide scope and sequence instruction in grades 6-8 focusing on the five mathematics clusters by content administered in the FCAT Mathematics Assessment.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize all IEP accommodations and provide training for SWD teachers on mathematics instruction.	ESE Program Specialist, ESE Teachers Math Specialist, Math Department Chairperson	08/14/06	05/30/07	Inclusion	\$0.00
Utilize technology based instruction such as STAR Math, Riverdeep, FCAT Explorer, GIZMO and other district approved programs.	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue the mathematics LEP tutoring program .	Assistant Principal, Math Specialist, Math Department Chairperson, Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Enroll the identified students in pull-out tutoring programs, after school tutoring programs, Math Lab, and Saturday FCAT workshops and provide bi-monthly monitoring.	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/14/06	05/30/07	Small Learning Communities	\$12000.00

## **Research-Based Programs**

- \* Mathematics textbooks (McDougall Littell, Glencoe, and Prentice Hall)
- \* Key Curriculum
- \* STAR Math

## **Professional Development**

- \* 8-Step Continuous Improvement Model (CIM)
- \* Data driven decision making
- \* STAR Mathematics Assessments
- \* Scope and Sequences
- \* Sunshine State Standards(SSS)
- \* Benchmarks
- \* Lesson Planning
- \* Best Practices through District and other websites
- \* FCAT Explorer
- \* Riverdeep
- \* Inclusion Model
- \* LEP Strategies
- \* Creating Independence through Student owned Strategies (CRISS)
- \* Weekly Department meetings
- \* Differentiated Instruction Methods
- \* Edusoft

## **Evaluation**

- \* 2007 Florida Comprehensive Assessment (FCAT)Mathematics
- \* District approved Assessments
- \* STAR Mathematics Assessment
- \* Site authored FCAT simulation Assessments utilizing Edusoft
- \* K-TEA for SWD students
- \* School-wide diagnostic Assessments

## 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*

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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 3 STATEMENT:**

Students at Highland Oaks Middle School will be able to incorporate the following elements in their writing: focus, organization, support, conventions, and communication through writing.

### **Needs Assessment**

Scores on the 2006 FCAT Writing Assessment indicate that the combined writing score was 3.9. This is a 0.2 increase from the 2005 result of 3.7. Scores on the 2006 FCAT Writing Assessment indicate that 88% of the students met high standards in writing. Eighty-two percent of 8th grade students scored a 3.5 or above in expository writing and 79% scored a 3.5 or above in persuasive. Students will continue to enhance their writing skills both in expository and persuasive writing. Limited English Proficiency (LEP) and Students With Disabilities (SWD) need to increase their writing standards as evidenced by 90% scoring at AYP. Highland Oaks Middle School will continue to implement Writing Across the Curriculum and model the FCAT style writing prompts in all assessments given to students. Students will continue practicing writing extended responses to content based questions and will continue practicing writing skills encompassed in the elements of focus, organization, support, and conventions.

### 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 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, all students in the 8th grade will increase their writing skills as evidenced on the 2007 administration of FCAT Writing Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to participate in writing contests throughout the district and state.	Principal, Assistant Principal, Language Arts Department Chairperson	08/14/06	5/30/07	Career Development Programs	\$0.00
Continue to offer a Writing Lab that stresses the importance of good writing habits throughout the curriculum.	Assistant Principal, Counselors, Teachers, Tutors	08/14/06	05/30/07	Small Learning Communities	\$6000.00
Continue to implement Writing Across the Curriculum strategies throughout all departments.	Principal, Assistant Principal, Teachers	08/14/06	05/30/07	Academic Teams	\$0.00
Model writing prompts to include short and extended response questions on all mid-term and final exams.	Language Arts Teachers	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Utilize a writing rubric in order to increase students' ability to write highly proficient essays in advanced academic courses.	Language Arts Teachers	08/14/06	05/30/07	Academic Teams	\$0.00
Monitor and assess pre, and post writing test results in all grade levels.	Principal, Assistant Principal, Language Arts Department Chairperson	08/14/06	05/30/07	Transition and Articulation Programs	\$0.00
Incorporate the use of vocabulary workbooks (Vocabulary for Achievement) at all grade levels to raise the quality of students' word usage in their writing.	Principal, Assistant Principal, Language Arts Department Chairperson, and Language Arts Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$10000.00
Establish a portfolio-writing program in the language arts department that incorporates the writing process with emphasis on the portfolio.	Principal, Assistant Principal, Language Arts Department Chairperson, and Language Arts Teachers.	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Incorporate the use of pull-out tutors in language arts classes and tutorials in order to enable students to increase writing scores.	Principal, Assistant Principal, Language Arts Department Chair person, and Language Arts Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Incorporate the use of CRISS, SWD, and LEP strategies to allow students visualization of work.	Language Arts Teachers	08/14/06	05/30/07	Inclusion	\$0.00

## **Research-Based Programs**

- \* Utilize curriculum framework materials provided by the District
- \* McDougall Littell

## **Professional Development**

- \* Writing Across the Curriculum
- \* FCAT Writing
- \* Holistic Scoring
- \* Portfolio Process
- \* Language Arts Department mini-workshops to emphasize FCAT Writing and Rubric scoring.

## **Evaluation**

- \* 2007 Florida Comprehensive Assessment (FCAT) Writing
- \* Writing portfolios
- \* District approved writing prompts
- \* Site authored FCAT simulation Assessments using Edusoft

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

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

### **GOAL 4 STATEMENT:**

All students in grades 6-8 will be able to apply scientific methodologies and increase their scientific literacy in order to determine and understand the role science plays in society.

### ***Needs Assessment***

Results from the 2006 FCAT Science Test disaggregated data indicate that students in the 8th grade scored 45% on the Physical/Chemical portion as compared to District results of 45% and State results of 45%. In the Earth/Space portion, the students scored 54% as did the District and the State. Results indicate that the students in the 8th grade scored 54% in Life and Environmental Science, as did the District, whereas, the score for the State was 62%. In Scientific Method, the students scored 43% as compared to the District and the State. Additionally, data indicates that 30% of the students demonstrated overall proficiency in science skills. Added emphasis in science will be placed in the area of Life and Environmental Science utilizing inquiry based scientific method.

## Measurable Objective

Given instruction based on the Sunshine State Standards, all students in the 8th grade will improve their science skills as evidenced by 55% scoring at or above level 3 on the 2007 FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Meet with Science Department weekly to discuss, analyze, and monitor academic progress of students.	Science Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Increase the instructional time spent on identified benchmarks and monitor assessments for comprehension.	Principal, Assistant Principal, Science Department Chairperson, Science Teachers	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Provide group tutoring and home learning opportunities focusing on tested benchmarks.	Science Teachers	08/14/06	05/30/07	Communities of Practice	\$0.00
Increase the use of process skills through group work in writing, technology, and inquiry-based activities in science.	Science Teachers	08/14/06	05/30/07	Small Learning Communities	\$0.00
Incorporate Inquiry Based Scientific Method throughout the science curriculum.	Science Department Chairperson, Science Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Conduct hands-on laboratory activities using inquiry-based thinking skills.	Science Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$9000.00
Promote student membership and involvement in the Science Club, SECME, GEO Club, Robotics Club, and Annual Science Fair.	Science Department Chairperson, Science Teachers, Counselors	08/14/06	05/30/07	Career Development Programs	\$500.00
Infuse research-based Science materials into all Science courses.	Principal, Assistant Principal, Science Department Chairperson, Science Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$13000.00
Provide professional development for teachers that focus on Science Benchmarks that foster new ideas for teaching science.	Principal, Assistant Principal, Science Department Chairperson	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide instruction using District pacing guides on the five science clusters by content administered on the FCAT Science Assessment.	Principal, Assistant Principal, Science Department Chairperson	08/14/06	05/30/07	Transition and Articulation Programs	\$0.00
Provide and monitor after school tutoring.	Principal, Assistant Principal, Science Teachers	8/14/06	05/30/07	Continuous Improvement Model	\$6000.00

## **Research-Based Programs**

- \* Earth Space Science
- \* Comprehensive Science through Prentice Hall(Science Explorer Series)
- \* Holt Reinhart and Winston (Modern Earth Space Science)
- \* Earth Com
- \* District website endorsed science programs.

## **Professional Development**

- \* District Pacing guide
- \* Scope and Sequence
- \* Comprehensive Science focus lessons
- \* District workshops
- \* CRISS strategies
- \* Laboratory preparation
- \* 8 step Continuous Improvement Model (CIM)
- \* Inquiry Based scientific method

## **Evaluation**

- \* 2007 Science Florida Comprehensive Assessment FCAT Science
- \* Site authored FCAT simulation Assessments utilizing Edusoft

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 5 STATEMENT:**

Highland Oaks Middle School will provide increased opportunity for parents to be involved in their children's education. We will provide an environment that encourages for parents and educators to work collaboratively to foster academic excellence.

### **Needs Assessment**

Studies indicate that parents new to Highland Oaks Middle should be targeted to increase parental involvement and raise student achievement. Highland Oaks Middle School will continue to implement innovative activities and opportunities before, during, and after school for parents to become involved in their child's education. When families become involved in their children's education, students, schools, and communities benefit because strong home-school partnerships help all stakeholders focus on the real issues of high student achievement (Caplan, 2000). Students whose families are involved in their education typically receive higher grades and test scores, tend to complete homework, have better attendance, and exhibit positive attitudes and behaviors. Furthermore, studies have observed these outcomes as effective regardless of students' ethnic or racial background or socioeconomic status, noting that students at risk of failure have the most to gain when schools involve families (Caplan, 2000; Funkhouse and Gonzalez, 1997; Henderson, 1987).”(p.1.). In addition, District support programs include the MDCPS Parent Academy and the Collins Research Center.

## Measurable Objective

Given the district-wide emphasis on parental and community involvement in the school system, a 5% increase will be demonstrated in parental and community interaction with the school as evidenced by comparing the hourly logs for the 2005-2006 and 2006-2007 school years. The number of hourly parental volunteer entries in 2005-2006 was 1,749 hours and will increase to 1,836 for the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a network of parents in the school and community as representatives to collaborate projects and events.	Principal, Career Specialist, PTA President	08/14/06	05/30/07	Community Partnerships	\$0.00
Institute a plan to maximize opportunities for parents to assist with school's curricular and social activities.	Principal, Assistant Principal, Activities Director	08/14/06	05/30/07	Transition and Articulation Programs	\$0.00
Promote student participation in local and state competitions that increase community involvement and awareness.	Principal, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Offer school to career events that focus on local participation.	Career Specialist	08/14/06	05/30/07	School-to-Career	\$0.00
Promote evening activities to showcase student achievement and promote parental involvement.	Principal, Teachers	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Participate in local chambers and councils to enhance relationship between school and community.	Principal, Assistant Principal, Career Specialist, PTA President	08/14/06	05/30/07	Continuous Improvement Model	\$1000.00
Promote PTA through flyers, meetings, and school website.	Principal, PTA President	08/14/06	05/30/07	Community Partnerships	\$0.00
Promote community activities that incorporate liaisons of both school site and parental involvement.	Principal, Career Specialist	08/14/06	05/30/07	Community Partnerships	\$0.00
Continue to provide opportunities that attract local, state, and national corporations to host workshops at school site.	Principal, Career Specialist	08/14/06	05/30/07	Career Development Programs	\$0.00
Continue to provide parent workshops that focus on LEP students with District personnel once a month.	LEP Assistant Principal, LEP Department Chairperson	08/14/06	05/30/07	Dual Language Education	\$200.00

## **Research-Based Programs**

Not Applicable

## **Professional Development**

- \* In-house and District wide in-service and workshops
- \* Bi-lingual parent night
- \* Parent Academy

## **Evaluation**

- \* 2006-2007 Climate survey based on the school volunteer logs comparison of 2005-2006 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

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

Reduce the number of outdoor suspensions to ensure that all students continue having equal access to quality instruction.

### ***Needs Assessment***

The number of outdoor suspensions has increased from 11% outdoor suspensions in the 2004-2005 school year with a student population of 2557 to 16% outdoor suspensions in the 2005-2006 school year with a student population of 2309. This is an increase of 5% suspensions. Given this data, Highland Oaks will decrease the number of outdoor suspensions for the 2006-2007 school year by 20%. Research relevant to school discipline states that it is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and discourage misconduct. (ERIC Digest, digest 78, December 1992, School Discipline, By Joan Gaustad).

## Measurable Objective

Given instruction utilizing the Code of Student Conduct to emphasize a safe and orderly learning environment, student behavior will improve as evidenced by a 20% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 11% in the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze the number of outdoor suspensions to determine source and alignment to Discipline Plan.	Principal, Assistant Principals	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Conduct student assemblies to review Code of Student Conduct and emphasize expectations.	Principal, Assistant Principal, Counselors	08/14/06	05/30/07	Small Learning Communities	\$0.00
Conduct weekly administrative meetings in order to review outdoor suspension data for the purposes of identifying additional effective intervention strategies.	Principal and Assistant Principals	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Develop and administer a modified approach to addressing student discipline via teams.	Assistant Principal and Team Leaders	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Continue to review and administer the 2006-2007 School-wide Discipline Plan.	All classroom teachers and school administrators	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Meet with Student Services to review behavioral and academic expectations.	Assitant Principal, Student Services Department	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Conduct bi-monthly Team Leader meetings to review school-wide student discipline data and to identify additional effective intervention strategies.	Assistant Principal and Team Leaders	08/14/06	05/30/07	Academic Teams	\$0.00
Continue to implement a school-wide Anti-Bullying Program.	Principal, Assistant Principal, Counselors	08/14/06	05/30/07	Communities of Practice	\$500.00
Provide positive incentives and reward programs for students who follow the School-wide Discipline Plan.	Principal, Assistant Principals, Team Leaders, Counselors	08/14/06	05/30/07	Mentoring Opportunities	\$5000.00
Conduct monthly Discipline Committee meetings to monitor and modify Discipline Plan as needed.	Assistant Principal and school's Discipline Committee	08/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide additional part-time Security guard, to ensure a safe environment.	Principal, Assistant Principal	08/14/06	05/30/07	Continuous Improvement Model	\$30000.00

## **Research-Based Programs**

Not Applicable

## **Professional Development**

- \* Ensure consistent implementation of 2006-2007 School-wide Discipline Plan.
- \* Team discipline process
- \* Classroom management workshops
- \* View Dr. Harry Wong's videos on effective classroom management.
- \* Conduct "Best Practices" sessions to identify classroom management strategies.

## **Evaluation**

- \* Monitor Cognos
- \* Outdoor suspension school-wide data presented at meetings

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 7 STATEMENT:**

Highland Oaks Middle School will integrate technology in all curricular areas and promote equitable and universal access to technology.

### **Needs Assessment**

During the month of May, 2006, a site authored technology survey was administered to measure the acquired skill level of participants in order to identify current technological skills. The survey established a baseline on how participants rate their enhanced ability to utilize technology from 0 to 3 (poor=0, fair=1, good=2, and excellent=3). During the month of May, 2007 a post survey will be conducted to measure the impact of professional development that follows a mentoring/coaching model, driven by a needs assessment in order to facilitate a greater understanding and recalling of content knowledge.

## Measurable Objective

Given an emphasis on the use of technology in education and the continuous improvement model, faculty and students will increase their usage of technology in the classrooms as evidenced by an increase of 2.08 to 2.20 as was determined from a pre and post test data in the 2005 - 2006 school year. The expected target of 2.20 will be based on a survey to be administered in May, 2007.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct quarterly technology workshops.	Assistant Principal, Technology and Data Analyst specialist, Technology Specialist, Teachers	08/14/06	05/30/07	Small Learning Communities	\$0.00
Conduct a post survey to measure the impact of trainings offered.	Assistant Principal, Technology and Data Analyst Specialist, Teachers	05/08/07	05/25/07	Continuous Improvement Model	\$0.00
Conduct monthly technology meetings to disseminate and gather feedback on the needs of the school.	Assistant Principal, Technology and Data Analyst Specialist, Technology Specialist	08/14/06	05/30/07	Transition and Articulation Programs	\$0.00
Develop an extended technology plan that targets teacher training needs, as well as, assesses equipment needs.	Principal, Assistant Principal, Technology and Data Analyst Specialist, Technology Committee	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Identify staff to attend State and District-wide technology conferences.	Principal, Assistant Principal, Technology and Data Analyst Specialist	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
Incorporate usage of Smart Boards and projectors into Mathematics, Science, and Social Studies classes.	Principal, Assistant Principal, Technology and Data Analyst Specialist, Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$25000.00
Infuse technical support for all computer based programs.	Assistant Principal, Technology Specialist	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
Identify technology coaches, mentors, and cadres in order to pair with teachers in need of growth.	Principal, Assistant Principal, Technology and Data Analyst Specialist	08/14/06	05/30/07	Mentoring Opportunities	\$0.00

## Research-Based Programs

\* School generated technology survey

## **Professional Development**

- \* Conduct professional development quarterly
- \* Attend District and National technology conferences

## **Evaluation**

- \* 2007 post survey results

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

**GOAL 8 STATEMENT:**

Highland Oaks Middle School will promote the overall health and fitness of students by aligning its physical fitness program with the National Standards for Physical Education.

**Needs Assessment**

To properly assess both student fitness performance and programmatic success, Highland Oaks Middle School will administer a pre and post test to determine student baseline measures. Student health-related fitness will be assessed through the implementation of the President's Challenge Physical Fitness Award program. Using the 2005-2006 award data, scores indicate that 1,742 students were administered the assessment, of which 21% students received a Gold rating and 30% received a Silver rating. This indicates that a total of 51% of students are meeting the minimum health-related standards, thereby, demonstrating that 49% are scoring below the minimum requirements on the President's Challenge Physical Fitness Award. This award recognizes the Boys and girls scoring at or above the 50 percentile on all five items of The President's Challenge. These students are eligible to receive an award.

## Measurable Objective

Given instruction based on M-DCPS Competency Based Curriculum in Physical Education and Health related fitness, students in grades 6-8 physical education classes will increase the number of annual awards as evidenced by 55% of the students achieving minimum fitness standards in the 2006-2007 President's Challenge Health Fitness Test as compared to 52% of the students in 2005-2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to incorporate Highland Oaks Middle School Scholar Athlete Committee begun in 2000 to promote the partnership between athletics and scholastics in Middle School.	Principal, Physical Education Department Chairperson, Scholar Athlete Committee Chairperson	08/14/06	05/30/07	Community Partnerships	\$0.00
Monitor the physical education program to ensure that selected activities relate to assessment component items and will enhance specificity of training.	Principal, Assistant Principals	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis which emphasize improvement in coordination, cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Department Chairperson, Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to promote after-school athletic activities through Middle School Sports.	Principal, Assistant Principals, Physical Education Teachers	08/14/06	05/30/07	Small Learning Communities	\$3000.00
Provide incentives/rewards for students achieving Presidents Challenge.	Principal, Physical Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$1000.00
Incorporate a variety of fitness-related materials into the physical education program	Principal, Assistant Principal, Physical Education Department Chairperson, Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$6000.00
Provide activities that emphasize improvement in coordinating, cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Department Chairperson, Physical Education Teachers	08/14/06	05/30/07	Small Learning Communities	\$0.00
Administer a pre-test to determine baseline measures.	Physical Education Department Chairperson, Physical Education Teachers	08/14/06	10/31/06	Communities of Practice	\$0.00
Develop action plan for Highland Oaks Middle School's Physical Education Program to meet the goals and objectives needed.	Assistant Principal, Physical Education Department Chairperson, Physical Education	10/01/06	05/30/07	District Strategic Plan	\$0.00

	Teachers				
Compete in local, district, and State competitions to promote and monitor physical fitness.	Principal, Assistant Principal, Physical Education Department Chairperson, Physical Education Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$3000.00

## Research-Based Programs

Not Applicable

## Professional Development

\* Attend District and State in-services and workshops.

## Evaluation

\* 2006-2007 President's Challenge Physical Fitness Award results.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 9 STATEMENT:**

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

### ***Needs Assessment***

The number of students enrolled in after school clubs and extra curricular activities that pertain to the fine arts and vocational programs was 203 students from the 2005-2006 school year. This will increase by 10% for the 2006-2007 school year a total of 223 students. Studies indicate that students who are exposed to a variety of elective classes have a better preparation and understanding of the world and its culture. "The arts and other specials help foster a love of learning that often keeps many of our children interested in school and motivates them to continue learning into their adult lives. Meaningful middle school reform must focus on developing a healthy school environment where learning is developed through a blend of academic, creative, and social activities that all have increased literacy and problem solving requirements at their core." (12/16/03, Maria Asaro, Executive Vice-President of NYCATA/UFT, Testimony for Regents Hearings on Middle Schools).

## Measurable Objective

Given emphasis on the benefits of participating in vocational and fine arts programs, the percentage of students participating in after school clubs and extra curricular activities will increase by 10% during the 2006-2007 school year as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure exposure during articulation, thereby, knowledge of the variety of courses, after school clubs, and extra curricular activities offered by the development of a comprehensive pamphlet.	Assistant Principal, Counselors, Teachers	11/13/06	02/09/07	Expanding arts opportunities	\$0.00
Showcase the Fine Arts and Vocational opportunities available through after school clubs and extra curricular activities offered via Resource and Curriculum Fair, parental evenings, and displays in prominent areas of the school.	Principal, Assistant Principal, Counselors, Department Chairperson, Teachers	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Develop an action plan for the Fine Arts and Vocational Departments to assess the present program in order to enhance future curricular opportunities after school.	Assistant Principal, Department Chairpersons, Counselors, and Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Expand the number of field trip opportunities in elective classes, after school clubs, and extracurricular activities.	Assistant Principal, Teachers	08/14/06	05/30/07	Expanding arts opportunities	\$1000.00
Encourage student participation in local, state, and national contests.	Assistant Principal, Teachers, Club Sponsors	08/14/06	05/30/07	Expanding arts opportunities	\$500.00
Incorporate a variety of supplementary materials to enhance all after school programs.	Principal, Assistant Principal, Department Chairpersons, Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$8000.00
Promote after-school clubs and activities that showcase the variety offered.	Assistant Principal, Counselors, and Teachers	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Promote a variety of after school clubs and extra curricular activities as determined by student and parent input.	Principal, Assistant Principal, Student Services Department, parents, and students	08/14/06	05/30/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

Not Applicable

## **Professional Development**

\* Attend in-services and workshops

## **Evaluation**

\* 2007 school generated survey results

\* Attend National Conferences

## 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:***

Highland Oaks Middle School will maintain ranking on or above the 95th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2004-2005 Highland Oaks Middle School ranked at the 95th percentile on the State of Florida ROI index. One of Florida's goals is to deliver quality efficient services within the education system. The State Board of Education adopted the strategic imperative of aligning financial resources with performance expectations as the method for accomplishing quality efficient services. This ROI website allows its users to evaluate measures of performance in relation to the resources allocated to the individual schools. (Raising Student Achievement: Florida's Compelling Evidence submitted to the Department of Education 2005(<http://web.fldoe.org/eds/ROI/>))

## Measurable Objective

Highland Oaks Middle School will continue to improve its ranking on the State of Florida ROI Index Publication from the 95th percentile by 1% in 2005-2006 to a 96th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or take advantage of a broader resource base such as private foundations or volunteer networks.	Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	06/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Not applicable

## Professional Development

- \* Conduct mini budget workshops for the Education Excellence School Advisory Council(EESAC).
- \* Attend budget and finance workshops(Administrators).

## Evaluation

- \* Florida ROI Index Publication

## *EESAC Compliance*

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

### ***Budget:***

The EESAC Committee determines the needs of the school in order to establish the spending and disbursement of discretionary funds. EESAC currently receives ten dollars per un-weighted FTE student from the Educational Enhancement Trust Fund. This money is earmarked for programs and materials as deemed beneficial to the overall improvement of the school. Generally all EESAC dollars (Appx. \$22,000) are utilized to purchase supplementary materials in reading, math, social studies and foreign language classes.

### ***Training:***

The EESAC Committee encourages and supports staff needs assessments to determine a professional development schedule. This schedule includes in-school training, district training, and state-wide training throughout the school year.

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

The EESAC Committee, analyzes the specific needs of the school as determined by each department regarding the purchase of instructional materials and makes recommendations for purchasing, based on priority.

### ***Technology:***

The EESAC Committee, in alignment with our school's Technology Committee, meet regularly to assess the current needs of the school with the view to maintaining and updating school technology. Currently the school is focusing on purchase projects and smart boards for several classrooms to accomdate the newist curriculum.

### ***Staffing:***

Based on the school's needs for staffing, the EESAC Committee reviews open positions in the school and makes recommendations to the administration. All teachers are fully certified and currently all positions are filled.

***Student Support Services:***

The EESAC Committee works to support all student related programs, including but not limited to, academics, after school tutoring, clubs and sports.

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

The EESAC Committee reviews current budget allocations and makes recommendations based on the overall needs of the school. Needs assessments are conducted periodically to determine overall student and staff needs in regards to improving and upgrading resources.

***Benchmarking:***

The EESAC Committee seeks to monitor compliance with Sunshine State Standards by assisting in the development of the School Improvement Plan and to maintain an awareness of the goals of the Curriculum Council.

***School Safety & Discipline:***

The EESAC Committee, in conjunction with the School Safety Committee, Discipline Committee, and Uniform Committee, collaborate to enhance school safety, as well as, promote good discipline at the school site. Various surveys are also utilized to provide constant feedback in regards to safety and discipline.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$28,000.00
Goal 2: Mathematics	\$23,000.00
Goal 3: Writing	\$16,000.00
Goal 4: Science	\$28,500.00
Goal 5: Parental Involvement	\$1,200.00
Goal 6: Discipline & Safety	\$35,500.00
Goal 7: Technology	\$29,000.00
Goal 8: Health & Physical Fitness	\$13,000.00
Goal 9: Electives & Special Areas	\$9,500.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$183,700.00</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*