

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Hammocks Middle School (6221)

Feeder Pattern - Felix Varela Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Peter Cabrera

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Hammocks Middle School was built in 1984, and is currently 23 years old. The school is composed of grades six through eight with approximately 1,602 total students and 90 faculty members. The ethnic and racial make up of the student population is 76 percent Hispanic, 10 percent White, eight percent Black, and six percent classified as "other." The school hosts a variety of programs to address the individual and diverse needs of all students, including a full-time Gifted program, a wide array of advanced and honors level courses, a SPED program, and an English Language (ELL) program. Hammocks Middle School encourages a collaborative system of leadership that includes representatives from all stakeholder groups such as the Hammocks Association, the PTSA, and Dade Partners, as well as school staff, parents, and students, on its primary decision-making cadre, the Educational Excellence School Advisory Council (EESAC). The school articulates with Claude Pepper Elementary, Oliver Hoover Elementary, Christina Eves Elementary and Felix Varela Senior High School. The school has been successful in achieving its academic goals for the 2006-2007 school year and will aim to improve performance on all objectives for the 2007-2008 school year. In the 2006-2007 school year 11 percent of students scored at Level 1 on the FCAT SSS in Reading, and 15 percent scored at Level 2. On the FCAT SSS in Mathematics, 17 percent scored at Level 1 and 23 percent scored at Level 2. A new component to the school's grading criteria was the FCAT SSS in Science. Thirty percent of eighth grade students at Hammocks Middle School scored at Level 1 and thirty-four percent scored at Level 2. Under the No Child Left Behind Act (NCLB), the following sub-groups made adequate yearly progress (AYP) in Reading: Total, White, Black, and Hispanic. In Mathematics the Following sub-groups made AYP: Total, White and Hispanic. The average class size is 22 per teacher, the student attendance rate is 96.1 percent, and the promotion rate is 97.87 percent. Our programs are aimed at encouraging both the academic and emotional success of all students enrolled. We will focus on specific programs which will assist our students in improving their academic performance in reading, writing, mathematics, and science. We will also focus on additional areas that will improve the overall climate and achievement at Hammocks Middle School. The school will provide an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders will be considered as an essential part of program involvement. The ongoing communication between the school leadership team and the stakeholders will enable us to provide educational programs that are tailored to the students' needs.

Given instruction using the Sunshine State Standards, 70 percent of students in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of English Language Learners (ELL) students in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Students with Disabilities (SWD) in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of students in grades six through eight score at Achievement Level 3 or higher in the economically disadvantaged subgroup on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 70 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Black students in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Students with Disabilities (SWD) in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of English Language Learners (ELL) will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of students in the Economically Disadvantaged subgroup will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase to 93 percent in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade eight will increase to 50 percent on the 2008 administration of the FCAT Science Test.



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Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

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

Given school-wide emphasis on computer-based software programs, student use of technology will improve by 10 percent in the 2007-2008 school year as compared to the 2006-2007 school year as documented by access to and completion of Academy of Reading and Academy of Math lessons as well as PLATO curricula. Seventy-five percent of all teachers will be fully proficient in the use of instructional technology as evidenced by a faculty survey conducted in May 2008.

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 53 percent to 55 percent.

Given emphasis on the benefits of participating in advanced academics, the percent of students identified for Gifted program services will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.

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 through 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.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

6221 - 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

Facility/Community

Hammocks Middle School, built in 1984, 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. The 23 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.

Student Demographics

Hammocks Middle School is located in a middle-income bracket area known as the Hammocks. The school serves 1602 students from the surrounding, mostly middle-income neighborhood, including: standard curriculum students, 68 percent, Special Education (SPED), nine percent, LEP students, eight percent, and Gifted students, 12 percent. Of these, 51.7 percent fall within the economically disadvantaged range as indicated by participation in the free or reduced lunch program. The ethnic and racial make up of the student population is 76 percent Hispanic, 10 percent White, eight percent Black, and six percent classified as "other." The student mobility index is 18.

Hammocks Middle School has been an A school for seven of the last nine years. In the 2006-2007 school year 11 percent of students scored at Level 1 on the FCAT SSS in Reading, and 15 percent scored at Level 2. On the FCAT SSS in Mathematics, 17 percent scored at Level 1 and 23 percent scored at Level 2. A new component to the school's grading criteria was the FCAT SSS in Science. Thirty percent of eighth grade students at Hammocks Middle School scored at Level 1 and thirty-four percent scored at Level 2. Under the No Child Left Behind Act (NCLB), the following sub-groups made adequate yearly progress (AYP) in Reading: Total, White, Black, and Hispanic. In Mathematics the following sub-groups made AYP: Total, White and Hispanic.

Teacher Demographics

The staff of Hammocks Middle School includes 133 full-time staff members (91 percent) and 12 part-time staff members (9 percent) with the majority consisting of instructional staff. The school currently employs 90 teachers, counselors, and administrators, including 37 White (43 percent), 14 Black (16 percent), 33 Hispanic (38 percent), and 2 Asian and Other (two percent). Fifty-two percent of the faculty hold advanced degrees; 44 percent hold a master's degree and eight percent hold a specialist's degree or higher. Six percent of the faculty are new teachers. For the 2007-2008 school year, there are no vacancies in the classroom due to boundary changes resulting in a decline in student enrollment.

Hammocks Middle School has identified various research based school improvement models. All teachers will use the Continuous Improvement Model (CIM), and the collaborative teaching model with a focus on curriculum mapping. The school utilizes the CIM for curriculum instruction. The faculty will develop and implement lesson plans, strategies, and exams based on the Sunshine State Standards encompassing both taught and tested curriculum; this will be done through "Mega Mondays" during which all teachers instructing the same grade level subject matter will plan collaboratively and will aid in the development of a "seamless" curriculum.

Unique Aspects: STRENGTHS

Hammocks Middle School has a wide range of Fine Arts elective offerings combined with a strong curriculum mapping strategy that expounds the intricacies between core subjects and the student electives. This form of collaboration builds on the unique qualities of the faculty members and the students that attend Hammocks Middle School.

Unique Aspects: AREAS OF CONCERN

Based on the 2007 administration of the FCAT, Hammocks Middle School maintained its A by only a slim margin of one point. This is a major area of concern for the faculty, staff and community. In-depth analysis of student data will be conducted, and innovative instructional strategies will be used to address this concern during the 2007-2008 school year.

Class Size/ Teacher-to-Student Ratio

In the general education program at Hammocks Middle School, the average class size is 22.12. By grade level, the average class size in grade six is 22.1, in grade seven it is 23.42, and in grade eight it is 20.84. In the SPED program, the average class size is 12.04: 9.89 in grade six, 13.21 in grade seven, and 13.02 in grade eight. The class size will face a further decline when the master schedule is adjusted with the creation of sections that will meet the stipulations of the Class Size Reduction Act.

Attendance Rate

Hammocks Middle School has had incredible success in the last three years with increasing the students' attendance rates. In the 2006-2007, the attendance rate continued to increase, improving from 95.25 percent in 2005-2006 to 96.10 percent. Hammocks Middle School's attendance rate is significantly higher than the average Regional Center VI Middle Schools attendance rate of 95.07



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percent, the Regional Center VI attendance rate of 95.18 percent and the District attendance rate of 95.40 percent.

Promotion/ Graduation/ Retention Rates

In the 2006-2007 school year, 2.13 percent of all grade eight students were retained in middle school. During the 2007-2008 school year, student services and the grade eight teams will work in small groups to address the needs of potential retainees. It is expected that the additional services will result in a reduced rate of retained students.

Feeder Pattern

Hammocks Middle School is part of the Felix Varela Senior High School feeder pattern. About 75 to 85 percent of the students from Hammocks Middle School transitioned into Felix Varela Senior High School. A small percentage of students (approximately three percent) transition into various schools of choice, with approximately 33 percent of those opting to attend Robert Morgan Senior and approximately 40 percent opting to attend Coral Reef Senior High School.

Special Programs

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; ELL tutoring is provided for all ELL during school; and academic tutoring is provided before school by the National Junior Honor Society students. Additionally, tutoring is also provided as part of the after school community programs 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.

Advanced Placement initiatives include 35 Gifted classes and 64 advanced level academic classes. The school offers the following high school level courses: Algebra I and Algebra I Honors, Geometry, Earth and Space Science, Spanish and French. Furthermore, the Gifted program, a state program, provides academic acceleration and enrichment to students who are identified as Gifted, based on the needs of each student as indicated in their Educational Plan.

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 Community Relations/Partners

The Career Specialist works collaboratively with various community businesses such as Public, Einstein Bagels, and Starbucks, to develop partnerships for the school. Multiple businesses provide support for special school projects and allow for student volunteer services throughout the school year. Furthermore, Miami-Dade College is an ongoing, integral part of the Community School Program, offering a wide variety of educational programs to community members.

Grants

At this time, Hammocks Middle School is not a grant recipient. Grant opportunities are currently being explored.

School Foundation

Leadership:

The leadership team at Hammocks Middle School will endeavor to create a positive relationship with all stakeholders; this will undoubtedly have a direct impact and benefit on the overall climate of the school. Results of the October 2006 OPIS survey yielded a score of 4.0 for this category. The highest scores on this category was exemplified by a 4.4 in answer to "I know my work location's mission," 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 was 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 address this category. The school has been able to involve all stakeholders in the day to day operation of the school by sharing all initiatives with EESAC. 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 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.

Stakeholder Engagement:

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 remained an A for the fifth time. The community feels that the school is safe and secure; they are also cognizant of the emphasis on academics and rigorous curriculum by faculty and staff.

Results of the survey yielded a score of 4.2 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.

Faculty & Staff:

The school employs a team approach to curriculum and instruction and to the overall operation of the building. The Curriculum Council, which is composed of both Department Chairpersons and Curriculum Leaders, serve to lay the ground work for all academic initiatives. Furthermore, teams of teachers work during the summer months to develop innovative plans which are presented to the faculty for implementation during the regular school year as part of Opening of School meetings. Examples of these include school-wide reading and writing initiatives, faculty in-services and workshops for early release days, and curricular initiatives which include collaborative planning for all grade level and subject area teachers. Results of the 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.

Data/Information/Knowledge Management:

Results of the 2007 FCAT administration have been shared with faculty both on an individual student basis and as part of FCAT clusters. The faculty has also been trained in how to examine the clusters for reading, mathematics, and science in order to improve and monitor daily instruction. Language Arts teachers have received the statistical analysis of their writing scores and the results of both the persuasive and expository prompts. After school tutorial services targeting all students include the administration and analysis of the Gates McGinitie test to each individual student. Each teacher/tutor will emphasize the areas that need remediation on an individual basis. Reading teachers will also administer the Florida Oral Reading Fluency (FORF). Results will be tabulated and entered by the language arts teacher. Therefore, both the reading and language arts teachers have access to decoding scores. All teachers attend training sessions to assist them with data analysis. All teachers post their grades in the electronic grade book; this also serves as a constant analysis of student proficiency and teacher instructional management.

Results of the survey for the Measurement, Analysis, and Knowledge Management category yielded an average score of 4.2 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 4.2 to 4.1 in the individual areas which addressed the organization's measures of improvement as well as the dissemination of important information. Therefore, the school will continue to share all FCAT data and individual test data for the improvement and monitoring of instruction.

Education Design:

The school relies on several committees to provide input, effectuate change and reform, and drive the overall functioning of the school. EESAC examines areas where improvement might be needed, listens to the budgetary constraints of the school, and makes recommendations and disburses monetary allocations to the school. The Curriculum Council is composed of Department Chairpersons, Curriculum Leaders, and administrators. They analyze data, examine programs, and assist with the instructional focus and direction of the school. These bodies meet with their constituents and ensure the development and coordination of all instructional reforms.

Results of the survey yielded an average score of 4.0 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.

Performance Results:

An analysis of the school's Student Case Management Suspension Summary for the 2006-2007 school year has yielded data which indicates that there were a total of 1,130 referral actions. The school processed a total of 742 indoor suspensions and 388 outdoor suspensions, along with 791 parent conferences and 1,035 teacher/students conferences. The guidance staff also had 4,119 developmental group counseling sessions as well as 2,191 individual counseling sessions. An analysis of the Serious Incident Summary Report for the 2006-2007 school year yielded that the school had no serious incidents.

Results of the survey for the Process Management category yielded an average score of 4.0 out of a possible five points. All scores ranged from 4.1 to 3.9 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.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning



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Different Innovative Approaches to Instruction- Schools Graded "C" or Below (School Demographics)

Responsibility of Teaching Reading for Every Teacher- Comprehensive Reading Plan (CRP) Related Items (Goal: Reading); Goal: Reading (Strategies)

Quality Professional Development for Teachers and Leaders- Comprehensive Reading Plan (CRP) Related Items (School Demographics)

Small Learning Communities (SLC)- Additional Requirements

All students are assigned to a small learning community called a team. Teams are comprised of teachers from all core content areas, and are interdisciplinary in nature. The goal of the team is to ensure that students are exposed to and understand the relationship between discrete subjects and the relevance of various subjects to the real world.

Intensive Intervention in Reading and Mathematics- (Goal: Reading; Goal: Mathematics)

Course Choice Based on Student Goals / Interests / Talent

All students at Hammocks Middle School are afforded the opportunity to select elective courses based on their own goals, interests, and talents. Student assignment to courses is based on availability and each student's individual academic needs.

Master Schedules Based on Student Needs

All students at Hammocks Middle School are afforded the opportunity to select elective courses based on their own goals, interests, and talents. Student requests for advanced level courses are also based on teacher and counselor recommendations and student's own goals, interests, and talents. The master schedule is in turn based upon student requests for particular courses.

Parental Access and Support- Additional Requirements (School Demographics)

Applied and Integrated Courses (School Demographics)

Academic and Career Planning

The Career Specialist at Hammocks Middle School is actively testing children to determine their interests and aptitudes, with several conferences being held to elaborate upon results and to develop future academic and career goals. Also, all seventh grade students enrolled in Civics will participate in many academic and career planning activities that will promote individualized career pathways.

Reading Goal

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

Florida Education Priorities

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

Reading Statement

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

Needs Assessment



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Sixty-five percent of the total student population met high standards in reading, while 59 percent of the total student population made learning gains. The percent of sixth grade students scoring at Level 3 or higher decreased from 72 in the 2006 administration of the FCAT Reading Test to 63 in 2007. The percent of seventh grade students scoring at Level 3 or higher increased from 63 in the 2006 administration of the FCAT Reading Test to 64 in 2007. The percent of eighth grade students scoring at Level 3 or higher decreased from 57 in the 2006 administration of the FCAT Reading Test to 49 in 2007.

All content cluster reading scores for sixth grade declined; however, the lowest scores were exhibited in the Reference/ Research cluster, with 57 percent correct answers. One content cluster reading score, the Reference/ Research cluster for seventh grade, improved by four percentage points, two remained stable, and only one, Main Idea/ Author's Purpose, declined; however, the lowest scores appeared in the Main Idea/ Author's Purpose cluster, with 68 percent correct answers. Further analysis of data revealed that the percentage of correct answers in the content cluster reading scores for eighth grade students increased in the Words/ Phrases cluster by four percentage points, as compared to the state's decline of ten percentage points in the same content cluster. Overall, for students in grades six through eight, all content cluster reading scores met or exceeded both the District and State averages of correct answers except Words/ Phrases amongst grade six students.

Adequate Yearly Progress data indicates that 75 percent of Students with Disabilities and English Language Learners did not meet the 51 percent scoring criteria for the percent scoring at or above grade level in Reading. Adequate Yearly Progress data indicates that 50 percent of students in the Economically Disadvantaged subgroup did not meet the 51 percent scoring criteria for the percent scoring at or above grade level in Reading.

NCLB Subgroup Target

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



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Measurable Objective

Given instruction using the Sunshine State Standards, 70 percent of students in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of English Language Learners (ELL) students in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Students with Disabilities (SWD) in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of students in grades six through eight score at Achievement Level 3 or higher in the economically disadvantaged subgroup on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement 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.	09/04/07	06/04/2008	Education Innovation	0
Implement a Read, Think, Respond program through all departments to include guided reading instruction. All activities focus on critical thinking skills, including drawing conclusions, determining fact and opinion, making inferences, finding the main idea, determining context clues, and other skills measured on the FCAT.	Assistant Principals & Department Heads	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement an after school tutoring program four days a week for students in grades 6-8 who will be assessed through the Gates McGinitie test and who will receive remediation in low scoring areas.	Administration; Tutoring Teachers.	10/15/2007	03/03/2008	Secondary School Reform	40000
Increase the number of inclusion classes offered in reading to benefit Students with Disabilities.	Administrators; ESE Program Specialist; Department Chairperson for Special Education.	08/20/2007	06/04/2008	Inclusion of SWD	35000
Utilize the Academy of Reading, Accelerated Reader, Reading Plus, and FCAT Explorer to reinforce and enhance reading skills.	Administrators; Reading Department Chairperson; Technology Coordinator; Reading Teachers.	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Review results of the FORF test to assist individual students in areas of decoding deficiency.	Reading Department Chairperson; Reading Teachers	9/10/2007	6/04/2008	District-wide Literacy Plan	0
Provide all ELL with tutorial pull-out services throughout the content areas.	Administration; ESOL/World Languages Department Chairperson; HLAP Paraprofessionals	8/20/2007	6/04/2008	Dual Language	40000
Provide Intensive Reading classes to all students scoring at achievement Level 1 on the FCAT.	Administrators; Language Arts Department Chairperson; Reading Department Chairperson; Reading Teachers.	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Continue monthly Mega Monday meetings on course assignments to analyze student performance and to adjust instruction.	Administrators; Department Chairperson.	8/24/2007	4/24/2008	Continuous Improvement Model	0
Provide advanced level, high school level, and Gifted classes to students who achieve at FCAT Levels 3-5 in Reading.	Administrators	8/20/2007	6/04/2008	Advanced Academics	0
Provide homogeneously grouped classes for students with an FCAT achievement Level 2 score. Hammocks Middle School has created seven homogeneously grouped sections in the master schedule.	Administration	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators	08/20/07	6/04/2008	Continuous Improvement Model	
Conduct data debriefing sessions using the Regional Center Data Debriefing Protocols.	Administrators, Curriculum Council, Dept. Heads	8/20/2007	6/04/2008	Continuous Improvement Model	0
Assess all Level 1 and 2 students using the Gates McGinitie test. Identify students in need of remediation.	Administrators, Dept. Chairpersons	9/04/2007	5/15/2008	District-wide Literacy Plan	
Provide pull-out tutorial services in all content clusters through a full-time SPED teacher.	Administrators, SPED Dept. Chair	8/20/2007	6/04/2008	Inclusion of SWD	

Research-Based Programs



School Improvement Plan

2007-2008



1. McDougall Littell, The Language of Literature-Grades 6-8.
2. Prentice Hall, Literature-Copper, Bronze, and Silver-Grades 6-8
3. Reading Plus
4. Scholastic Read XL state adopted core reading program, Grades 6-8
5. Plato Learning
6. FCAT Explorer

Professional Development

Professional development of teachers will include training in data analysis, Creating Independence through Student-owned Strategies (CRISS), and writing across the content areas. Curriculum mapping will also be implemented. Specific in-services focusing on reading strategies, as well as on Reading Plus and Academy of Reading, will also be offered. Training on the Continuous Improvement Model will also be offered.

Evaluation

The school will utilize the 2008 administration of the FCAT Reading. The school will also employ the Florida Oral Reading Fluency (FORF) test for all students scoring at FCAT achievement levels 1 and 2. Bi-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.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

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

Needs Assessment



School Improvement Plan 2007-2008



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 in mathematics decreased from 59 percent on the 2006 administration of the FCAT Mathematics Test to 51 percent in 2007. The percent of seventh grade students scoring at Level 3 or higher declined from 57 percent on the 2006 administration of the FCAT Mathematics Test to 63 percent in 2007. The percent of eighth grade students scoring at Level 3 or higher increased from 62 percent on the 2006 administration of the FCAT Mathematics Test to 63 percent in 2007.

The content cluster mathematics scores for sixth grade students increased from 38 percent to 50 percent for Algebraic Thinking and remained at 44 percent correct for measurement; however, the number sense cluster declined by 23 percentage points, the geometry cluster declined by 11 percentage points, and the data analysis cluster declined by 11 percentage points in the percent of correct answers. The content cluster mathematics scores for seventh grade students increased in all clusters except the number sense cluster, which declined by 11 percentage points in the percent correct. All content cluster mathematics scores for eighth grade students increased in the measurement and geometry clusters, and remained the same in the number sense cluster in the percent of correct answers; however, both the algebraic thinking and data analysis clusters declined by eight percentage points. Overall, for students in grades six through eight, all content cluster mathematics scores met or exceeded both the State averages of correct answers except number sense amongst grade six students.

Annual Yearly Progress data indicates that Black students did not meet the 56 percent scoring criteria by 6 percentage points. Annual Yearly Progress data indicates that only 50 percent of Economically Disadvantaged students met the 56 percent scoring criteria. Annual Yearly Progress data indicates that only 24 percent of Students with Disabilities met the 56 percent scoring criteria. Annual Yearly Progress data indicates that only 38 percent of English Language Learners met the 56 percent scoring criteria.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 70 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Black students in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of Students with Disabilities (SWD) in grades six through eight will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of English Language Learners (ELL) will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of students in the Economically Disadvantaged subgroup will score at Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Involve teachers in data-driven decision making by providing them with all available data to enable an analysis of the on-going progress of their students.	Administrators; Mathematics Department Chairperson	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide professional development activities which strengthen the teachers' skills and mathematics strategies which assist students in meeting the Sunshine State Standards.	Administrators	8/20/2007	6/04/2008	Education Innovation	0
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication skills, and technology.	Administrators; Mathematics Department Chairperson; Mathematics Teachers	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
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 Advanced Academics.	Administrators	10/15/2007	3/10/2008	Academic Enrichment Opportunities	30000
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	8/20/2007	6/04/2008	Continuous Improvement Model	0
Provide all ELL with tutorial pull-out services in mathematics, focusing on all content clusters.	Administrators; Home Language Assistance Program Tutors	8/27/2007	6/04/2008	Dual Language	42000
Increase the number of inclusion classes for mathematics.	Administrators; Program Specialist for Special Education	8/20/2007	6/04/2008	Inclusion of SWD	0
Provide all Students with Disabilities with a tutorial pull-out service focusing on all content clusters.	Administrators; Program Specialist for Special Education	8/20/2007	6/04/2008	Inclusion of SWD	0
Create Intensive Mathematics classes for students who score at FCAT Levels 1 and 2.	Administrators	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrator	8/20/2007	6/04/2008	Continuous Improvement Model	
Conduct data debriefing sessions using the Regional Center Data Debriefing Protocols.	Administrators, Dept. Chairs	8/20/2007	6/04/2008	Continuous Improvement Model	2000

Research-Based Programs



School Improvement Plan 2007-2008



1. The Glencoe-McGraw-Hill mathematics series
2. The Riverdeep program
3. Plato Learning

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 school will utilize the 2008 administration of the FCAT Mathematics. Bi-quarterly mathematics 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. Teachers will also utilize research-based software to diagnose and monitor progress in mathematics.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Writing Statement

All students will be able to communicate effectively through writing using the following elements: focus, organization, support, and conventions.

Needs Assessment

The percent of eighth grade students achieving high standards in writing decreased from 94 percent to 92 percent. The mean score remained at 4.2 in 2007, compared to the 2006 mean score. An analysis of Adequate Yearly Progress data indicates that two subgroups, Students with Disabilities and English Language Learners, experienced significant declines in writing performance.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase to 93 percent in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with 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	9/10/2007	6/04/2008	District-wide Literacy Plan	0
Utilize best practices and effective learning strategies.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement teacher-directed lessons which include the following: sentence combining, 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	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement timed-writings through expository and persuasive prompts and implement a timed five paragraph essay as part of the midterm exam.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement a collaborative teaching approach through Mega Mondays through which all grade level language arts teachers can develop a seamless approach to writing instruction.	Administrators	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement the Houghton Mifflin grammar series.	Administrators; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement quarterly writing assessments using the rubric that follows state standards.	Administration; Language Arts Department Chairperson; ESOL Department Chairperson; ESE Department Chairperson	9/04/2007	6/04/2008	District-wide Literacy Plan	0



School Improvement Plan 2007-2008



Research-Based Programs

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

Professional Development

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

Training will also be provided on the Continuous Improvement Model.

Evaluation

The school will utilize the 2008 administration of the FCAT Writing+. The school will also implement District-approved writing prompts for pre- and post-test data. Additionally, every three weeks, a writing assessment will be conducted to monitor student progress in writing. Mid-term essay examinations will be conducted through language arts classes to include a timed five paragraph essay prompt.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

All students will increase their scientific knowledge

Needs Assessment

An analysis of the 2007 FCAT Science Test scores indicates that 40 percent of grade eight students scored at Level 3 or above. The mean scale score on FCAT Science declined from 298 to 297. However, the mean scale score for grade eight students at Hammocks Middle School was still higher than the district mean scale score and only one point lower than the State of Florida’s mean scale score.

Analysis of the FCAT Science data reveals that the percent of correct answers on the individual clusters increased for Scientific Thinking. The percent of correct answers on the Scientific Thinking content cluster increased from 50 to 58 percent. The percent of correct answers on the Life/Environmental content cluster declined by eight percentage points, by four percentage points on the Earth/ Space content cluster, and by two percentage points on the Physical/Chemical content cluster. Overall, for students in grade eight, all Content Cluster Science scores met or exceeded both the District and State averages in the percent of correct answers.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade eight will increase to 50 percent on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase all students' participation in science hands-on activities by conducting experiments/observations that will lead students towards mastery of the Sunshine State Standards.	Administrators; Science Department Chairperson; and Science Teachers	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Provide and encourage professional development activities which strengthen the teachers' skills and science strategies.	Administrators, Science Dept. Chair	8/14/2007	6/04/2008	Continuous Improvement Model	0
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	8/20/2007	6/04/2008	Academic Enrichment Opportunities	0
Increase the 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	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Increase the use of technology and scientific processes in all eighth grade science classes by utilizing the lap-top computer lab which will be rotated among all teachers for student use.	Administrators; Science Department Chairperson; and Science Teachers	8/20/2007	5/19/2008	Academic Enrichment Opportunities	0
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	8/20/2007	6/04/2008	Inclusion of SWD	37000
Utilize the Sunshine State Standards to drive instruction in all science classes.	Administrators, Science Dept. Chair	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators	8/20/2007	6/04/2008	Continuous Improvement Model	0
Conduct data debriefing sessions using the Regional Center Data Debriefing Protocols.	Administrators	8/20/2007	6/04/2008	Continuous Improvement Model	0

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 Earth Space 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

The school will utilize the 2008 administration of the FCAT Science. Bi-quarterly science tests will be administered to all students and will be differentiated by grade level and benchmarks covered. These will be graded through Edusoft to provide teachers with an accurate analysis of each individual student's areas of weakness. Teachers will also utilize research-based software to diagnose and monitor progress in science.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

The school will provide opportunities for parents to be involved in their children’s education. The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

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

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite parents to participate in yearly award ceremonies and recognitions honoring the achievement of selected students.	Administrators; Activities Director	5/1/2008	5/28/2008	Other/ Not Applicable	0
Conduct a Parent Teacher Students Association drive to increase parent participation in school-wide concerns.	Administrators; PTSA President	8/27/2007	10/22/2007	Improve Public Perception	0
Conduct monthly EESAC meetings to provide updates to parent and community representatives about school improvement efforts.	Administration	8/20/2007	6/04/2008	Improve Public Perception	0
Upgrade, maintain and advertise the Parent Resource Center in the Guidance Office.	Administrators; Guidance Department	8/20/2007	6/04/2008	Improve Public Perception	0
Provide parents with information on how to access student grades through the Parent Portal at District's website.	Administrators; Technology Coordinator	8/20/2007	6/04/2008	Improve Public Perception	0
Provide parents with strategies through the Student Services personnel, who will assist with information regarding student progress and course requirements.	Administrators; Guidance Department Chairperson	8/20/2007	6/04/2008	Improve Public Perception	0
Provide parents with daily e-mail access to all teachers through the Hammocks Middle School web page.	Administrators; Technology Coordinators	8/20/2007	6/04/2008	Improve Public Perception	0
Provide parents with brochures containing strategies that can be used at home to support academic achievement.	Administration; Guidance Department Chairperson	8/20/2007	6/04/2008	Improve Public Perception	0
Offer Parent Academy classes through Community School.	Administration	8/27/2007	6/04/2008	Improve Public Perception	0
Inform the community through Connect-Ed about upcoming curricular and extra-curricular activities and events.	Administration	8/20/2007	6/04/2008	Improve Public Perception	0

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 on the school's website

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

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

Needs Assessment

The 2006-2007 Hammocks Middle School suspension report documented 742 indoor suspensions and 388 outdoor suspensions for a total of 1,130 suspensions.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement after school detentions to address minor infractions.	Administrators; Program Specialist for Special Education	8/20/2007	6/04/2008	Alternative Education	20000
Implement a mediation program through the counseling department for early intervention in potential disciplinary problems.	Administrators; TRUST Counselor	8/20/2007	6/04/2008	Alternative Education	0
Implement mandatory counseling sessions for any student who incurs a referral for major disciplinary issues.	Administrators; Guidance Department Chairperson	8/20/2007	6/04/2008	Alternative Education	0
Utilize the "Benjamin Incentive Program" as token economy to reinforce positive behavior in all students every nine-week period.	Administrators; Guidance Counselors	8/20/2007	5/29/2008	Alternative Education	5000
Implement an Alternative to Suspension program which will be lead and monitored by the To Reach Ultimate Success Together (TRUST) counselor. There will be a parental component to this program allowing for better communication between the school and familial personnel in resolving or heading off disciplinary issues.	Administrators, Counselors, TRUST Counselor	10/15/2007	5/30/2008	Alternative Education	4000
Create a discipline committee to work in tangent with the EESAC to provide input into improving disciplinary measures at the school.	Administrators, EESAC	10/1/2007	6/04/2008	Alternative Education	0
Implement more layers of intervention before giving indoor and outdoor suspensions.	Administrators	8/20/2007	6/04/2008	Alternative Education	0

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 an additional in-service regarding the establishment of 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.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

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

Needs Assessment

All students in Intensive Reading and Intensive Mathematics classes, as well as those students who have failed any core content class 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. Students must be able to use productivity tools to enhance learning, increase output, and promote creativity.

Additionally, there are many requests for assistance in the use of instructional technology from teachers to the Microsystems Technician and the Media Specialist, reflecting a need to increase the level of proficiency amongst teachers in the use of instructional technology.

Measurable Objective

Given school-wide emphasis on computer-based software programs, student use of technology will improve by 10 percent in the 2007-2008 school year as compared to the 2006-2007 school year as documented by access to and completion of Academy of Reading and Academy of Math lessons as well as PLATO curricula. Seventy-five percent of all teachers will be fully proficient in the use of instructional technology as evidenced by a faculty survey conducted in May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the assignation of intensive reading and mathematics classes to computer labs on a mandatory weekly basis for completion of lessons.	Administrators; Technology Coordinators	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Increase the assignation of PLATO software/Course Recovery classes to computer labs on a daily basis.	Administration; Course Recovery Teacher	8/20/2007	6/04/2008	Alternative Education	0
Increase the assignment of students to the Reading Plus program	Administration; Reading teachers	8/20/2007	6/04/2008	District-wide Literacy Plan	0
Increase the number of technology staff development activities.	Administrators; Technology Coordinators	8/20/2007	6/04/2007	Continuous Improvement Model	0
Implement a computer-based after school tutoring component.	Administrators	10/01/2007	6/04/2008	Academic Enrichment Opportunities	6000

Research-Based Programs

1. Academy of Reading
2. Academy of Math
3. Reading Plus
4. PLATO Online Learning Systems
5. FCAT Explorer

Professional Development

In house staff development activities will be conducted both formally and informally on the use of the listed computer programs. A technology committee will meet to assist with the organization of these trainings and activities. The activities will be conducted by the computer specialists, media specialist, computer lab assistant, and other computer proficient staff members.

Evaluation

The improvement in the use of technology will be measured by student usage reports in computer laboratories. Specific improvement will be measured by access to and completion of Academy of Reading, Academy of Math, Reading Plus, 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. Staff proficiency will be measured via a survey conducted in May 2008 and compared to results from the October 2007 survey.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students. The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

An analysis of physical fitness data for Hammocks Middle School yielded that in 2006-2007, 278 students received the gold award, and 248 received the silver award for a total of 526 students. To properly assess both student fitness performance and programmatic success, it is recommended that the school administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given instruction using the National Standards for Physical Education, students in grades six through eight will improve their physical fitness by a three percent increase on the percentage receiving Physical Fitness awards from 53 percent to 55 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer the FITNESSGRAM fitness test twice a year to all students and compile and analyze data on a pre-post test format.	Administrators; Physical Education Department Chairperson	8/20/2007	6/04/2008	Student Wellness	0
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 Department Chairperson	8/20/2007	6/04/2008	Student Wellness	3700
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administration; Physical Education Department	8/20/2007	6/04/2008	Student Wellness	0
Develop and advertise an intramural sports program.	Administration; Physical Education Department Chairperson	8/20/2007	6/04/2008	Student Wellness	0
Provide students with four mini workshops during the school day on health-related issues, including healthy meals and daily exercise.	Administration; Physical Education Department Chairperson	10/9/2007	5/30/2008	Student Wellness	0

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 participation in intramural sports.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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Electives & Special Areas Statement

Increase the number of students screened for Gifted program eligibility

Needs Assessment

The school has seen a significant decline in its enrollment due to attendance boundary changes. Therefore, the number of students participating in the Gifted program has declined. In order to restore program participation and provide students with increased educational options, referrals of students to the Gifted program will be heavily encouraged and facilitated throughout the 2007-2008 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academics, the percent of students identified for Gifted program services will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the FCAT NRT scores from the 2007 administration. Students scoring in the 98th or 99th percentile on the FCAT NRT will be processed for Gifted program identification.	Administrators, Counselors, Gifted Dept. Chair	8/20/2007	6/04/2008	Advanced Academics	0
Review the FCAT NRT scores for the 2007 administration. Students scoring at or above the 90th percentile will be considered for referral for Gifted program identification.	Administrators, Counselors, Gifted Dept. Chair	8/20/2007	6/04/2008	Advanced Academics	0
Conduct a survey of all teachers and student services staff to identify students who may be eligible for Gifted program services.	Administrators, Teachers	10/15/2007	6/04/2008	Advanced Academics	0
Identify students who are Gifted but are not currently receiving Gifted program services. Schedule meetings with these parents and students in order to discuss and offer Gifted program services.	Administrators, Counselors, Gifted Dept. Chair	8/20/2007	6/04/2008	Advanced Academics	0
Meet with all teachers of Limited English proficient (LEP) students to identify students who may be eligible for Gifted program services.	Administrators, Counselors, ESOL Dept. Chair, Gifted Dept. Chair	8/20/2007	06/04/2008	Advanced Academics	0

Research-Based Programs

Revamping Education for Gifted and ALL Learners (REGAL) Plan

Professional Development

All core content teachers will be encouraged to attend district meetings and in-services. Teachers and student services staff will also receive training in the identification of students for potential placement in the Gifted program.

Evaluation

The number of students referred for Gifted program services will be monitored, as will the percent of students identified as Gifted.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation through the submission of grants on a yearly basis.	Administration; Grant Writing Team	8/20/2007	6/04/2008	Secondary School Reform	0
Create partnerships with community agencies on an on-going basis.	Administrators	8/20/2007	6/04/2008	Secondary School Reform	0
Become more informed about the use of financial resources in relation to school programs through attendance at District-level workshops.	Administrators	8/20/2007	6/04/2008	Secondary School Reform	0
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	8/20/2007	6/04/2008	Secondary School Reform	0

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 2007-2008 school year.

EESAC Compliance

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

Budget:

EESAC has full knowledge of the total amount of money which they have in their account. 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:



School Improvement Plan

2007-2008



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

BY GOAL	TOTAL BUDGET
Reading	115000
Mathematics	74000
Writing	0
Science	37000
Parental Involvement	0
Discipline & Safety	29000
Technology	6000
Health & Physical Fitness	3700
Electives & Special Areas	0
Return On Investment	0
Total	264700



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent