

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Hialeah Middle School (6231)

Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - Lourdes Cela

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Hialeah Middle School, established in 1964, rests on 21.8 acres of land in the City of Hialeah, Florida, located at 6027 East 7th Avenue. The majority of this community is composed of single-family homes and apartment buildings and lower-middle socioeconomic groups. In the evenings, the school houses a satellite of Florida Memorial University, which offers courses on Mondays through Thursdays. The school is also partnered with Jackson Memorial Hospital through Health Connect, which operates an on-site clinic for students. The school's enrollment is 1041 students. Eighty-seven (87) percent are Hispanic. Black students account for ten (10) percent of the student body. Two (2) percent are non-Hispanic Whites, and less than one (1) percent are Asian/Other. The school has a large, varied Special Education (SPED) program, ranging from students classified as Specific Learning Disability (SLD) to Profoundly Mentally Handicapped (PMH). Seventy (70) students are classified Gifted. There are 246 students in FCAT Reading Level 1 and 181 in Level 2, while there are 290 in FCAT Math Level 1 and 248 in FCAT Math Level 2. The school employs a total of 150 employees, including thirty-five (35) regular education classroom teachers, twenty-two (22) SPED teachers, three (3) student services personnel, and sixteen (16) paraprofessionals. The average class size in sixth grade is 20.5. It is 20.4 in seventh grade and 19.7 in eighth. This includes most of the SPED student population, which is included in 23 sections of co-teaching. The average class size for self-contained SPED classes is 7.4. The attendance rate at Hialeah Middle School for the 2006-2007 school year was 95.37%, a 0.59% increase over the previous year. Sixth graders come to Hialeah Middle School from a number of neighboring elementary schools: Amelia Earhart Elementary, North Hialeah Elementary, Palm Springs Elementary, Meadowlane Elementary, and Flamingo Elementary. Upon completion, eighth graders transition to Hialeah Senior High School. Hialeah Middle School has a high attendance rate and a low mobility rate. Most students live in the neighborhoods immediately surrounding the school. These factors, combined with a low outdoor suspension rate, contribute to the success of the school. However, nearly one (1) out of every five (5) students at the school is in a SPED program. Although many have severe disabilities and thus qualify for the Florida Alternate Assessment Test (FAAR), more than one hundred (100) take the FCAT. Hialeah Middle School is a Title I school due to a high number, seventy-eight (78) percent, of students receiving free or reduced lunch. The school is also the recipient of a Q-ZAB technology and instruction grant.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their reading skills as evidenced by 58% meeting high standards 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 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of one (1) percentage point on the 2008 administration of the FCAT Writing+ Test.



School Improvement Plan

2007-2008



Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade eight will increase to fifty-one(51) percent on the 2008 administration of the FCAT Science Test.

Given an emphasis on parental involvement, there will be an increase of seven(7) percentage points in parental participation at The Parent Academy (TPA) and Bilingual Parent Outreach Program (BPOP) meetings, classes, and activities during the 2007-2008 school year as compared to the percent of participation during the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, the student attendance rate will increase by 0.5 percentage points for the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all language arts, mathematics, and science teachers will administer and score in-house triweekly and district interim assessments utilizing the Edusoft software package for data disaggregation.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades six through eight will improve their overall fitness level as evidenced by ninety (90) percent of the students earning a Gold or Silver Award on the 2007-2008 administration of the FITNESSGRAM test.

Given an emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in advanced academic programs will increase by five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Hialeah Middle School's Return on Investment percentile ranking will increase by the next publication of the Index by at least one (1) percentage point when compared to our percentile ranking of twenty-two (22) in the last publication in 2004-2005.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) conducted in May of 2007, two areas were identified as the focus for improvement for the 2007-2008 school year: "I know how well my work location is doing financially" and "As it plans for the future, my work location asks for my ideas." Both of these areas received an item average score of 4.0 on a 5.0 scale. The administrative team is committed to improving the rating on these items, which are part of the Business Results and Strategic Planning categories, respectively, by involving more faculty and staff members in the planning process. Furthermore, the administrative team will continue to encourage teacher participation in the EESAC, where the school budget and other financial matters are frequently and openly discussed.



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.

6231 - HIALEAH MIDDLE SCHOOL

VISION

The faculty, staff, parents, and community of Hialeah Middle School believe that all children can learn and be productive members of society. Together with intellectual rigor and high academic standards, Hialeah Middle School is committed to producing critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.

MISSION

Students at Hialeah Middle School will be afforded a safe learning environment that fosters educational excellence, promotes a climate of mutual respect, celebrates multicultural diversity, recognizes individual and team achievements, and enables everyone to feel emotionally and socially sheltered.

CORE VALUES

The administration, faculty, and staff of Hialeah Middle School is devoted to upholding the core values of Miami-Dade County Schools – excellence, integrity, equity, and citizenship – in all of our endeavors and for all of our stakeholders.

School Demographics

Facility/Community

Hialeah Middle School, established in 1964, rests on 21.8 acres of land in the City of Hialeah, Florida, located at 6027 East 7th Avenue. In 1998, Hialeah Middle School opened a new media center, three (3) computer labs, and three (3) instructional classrooms in a new wing adjacent to the existing facility. The school facility also includes seven (7) relocatable classrooms. Currently, six (6) student restrooms and three (3) staff restrooms are undergoing renovations in order to be in compliance with the Americans with Disabilities Act. The majority of this community is composed of single-family homes as well as a number of apartment buildings. Furthermore, this community is comprised of individuals from lower-middle socioeconomic groups. Seven hundred fifty-nine (759) students at Hialeah Middle School receive free or reduced lunch.

Student Demographics

The school's enrollment is highly representative of Miami-Dade County Public Schools' multicultural population. Hialeah Middle School's 1104 students and its surrounding community are predominantly Hispanic, comprising eighty-seven (87) percent of the student body. African-American students account for ten (10) percent of the student body. Two (2) percent are non-Hispanic Whites, and less than one (1) percent are Asian/Other. The school has a large, varied Special Education (SPED) program, ranging from students classified as Specific Learning Disability (SLD) to Profoundly Mentally Handicapped (PMH). Seventy (70) students are classified Gifted. There are 246 students in FCAT Reading Level 1 and 181 in Level 2, while there are 290 in FCAT Math Level 1 and 248 in FCAT Math Level 2.

Unique Aspects: ADVANTAGES

The school has a high attendance rate and a low mobility rate. Most students live in the neighborhoods surrounding the school. These factors, combined with a low outdoor suspension rate, contribute to the success of the school.

Unique Aspects: AREAS OF CONCERN

Nearly one (1) out of every five (5) students at Hialeah Middle School is in a SPED program. Although many have severe disabilities and thus qualify for the Florida Alternate Assessment Test (FAAR), more than one hundred (100) take the FCAT.

Teacher Demographics

The school employs a total of 150 employees; 124 (83%) are employed full-time, and 26 (17%) are employed part-time. Out of the full-time staff, there are three (3) administrators, one (1) media specialist, two (2) reading coaches, one (1) SPED program specialist, thirty-two (32) regular education classroom teachers, twenty-two (22) SPED teachers, three (3) student services personnel, sixteen (16) paraprofessionals, seven (7) clerical employees, two (2) computer specialists, two (2) food service personnel, one (1) community involvement specialist, four (4) security personnel, and eleven (11) custodial staff. Of the part-time staff, twenty-two (22) are food service personnel, one (1) is a clerical employee, and one (1) is a security monitor. Similar to the student body, the faculty is also reflective of our multicultural society. Specifically, twenty-four (24) staff members are White, which is 16%. Thirty-seven (37) are Black, which is 25%. Eighty-nine (89) are Hispanic, which is 59%, and three (3) are Asian/Pacific Islander, which is 2%. Moreover, twenty-seven (27) percent of the faculty is male, while seventy-three (73) percent are female. One (1) teacher is currently nationally board certified; five (5) percent of the instructional staff holds a doctoral or educational specialist degree, and thirty-nine (39) percent hold a master's degree. The leadership team is composed of the principal, assistant principals, department chairpersons, reading coaches, and the SPED program specialist. Staff turnover is low, and there are no concerns regarding vacancies.

Class Size/Teacher-to-Student Ratio

The average class size in sixth grade is 20.5. It is 20.4 in seventh grade and 19.7 in eighth. This includes most of the SPED student population, which is included in 19 sections of co-teaching. The average class size for self-contained SPED classes is 7.4.

Attendance Rate

The attendance rate at Hialeah Middle School for the 2006-2007 school year was 95.37%, a 0.59% increase over the previous year. The school ranks sixth (6th) out of ten (10) middle schools in Region 1 and twenty-seventh (27th) out of fifty-three (53) middle schools in the district.

Feeder Pattern

Sixth graders come to Hialeah Middle School from a number of neighboring elementary schools. Amelia Earhart Elementary is adjacent to the middle school and supplies the largest percentage of incoming students. Others come from North Hialeah Elementary, Palm Springs Elementary, Meadowlane Elementary, and Flamingo Elementary. Upon completion, eighth graders transition to Hialeah Senior High School.

Special Programs

Hialeah Middle School is a Title I school due to a high number, seventy-eight (78) percent of students receiving free or reduced lunch. As such, and since the school has not made Adequate Yearly Progress for more than two consecutive years, students at the school are eligible to receive Supplemental Educational Services (SES). Primarily, this takes the form of before and/or after school tutorial services provided by private, contracted providers, tailored to the individual needs of the student.



School Improvement Plan 2007-2008



School Community Relations/Partners

In the evenings, the school houses a satellite of Florida Memorial University, which offers courses on Mondays through Thursdays. The school is also partnered with Jackson Memorial Hospital through Health Connect, which operates an on-site clinic for students. Also, twenty students are partnered with 20 mentor teachers as part of a Take Stock in Children program. In addition, the school plans to take part in the Partnership to Advance School Success (PASS) program this school year.

Grants

The school is the recipient of a Q-ZAB technology and instruction grant.

School Foundation

Leadership:

With an average score of 4.4, Leadership tied with Process Management for second-highest category on the Organizational Performance Improvement Snapshot. The eight-item category addresses a variety of leadership items, including the school's vision and mission and positive work environment.

District Strategic Planning Alignment:

Strategic Planning, a category comprised of only four items, ranked last on the OPIS. The average score was 4.2 on five-point scale. This score indicates that more attention must be given to involving more faculty and staff in both short and long term planning processes.

Stakeholder Engagement:

The area of Customer and Market Focus tied with Measurement and Knowledge Management for the top rank on the OPIS; both categories earned an average score of 4.5. based on this result, it is evident that the faculty and staff are keenly aware of the diverse needs our customers and work diligently to provide the best services possible to them.

Faculty & Staff:

The area of Human Resource Focus tied for third with an average score of 4.3 on the OPIS. This indicates that cohesion and willingness to help others exists and is evident on a daily basis. Further, the creation of Smaller Learning Communities has brought departments together in a more collaborative way.

Data/Information/Knowledge Management:

This area tied for the top rank on the OPIS with an average score of 4.5. In a review of these seven items, it is clear that the faculty and staff are able to measure the quality of their work, to analyze the quality of their work, and to use the results of their analyses to make decisions about their work. They utilize data not only to improve student achievement but also to allow the teacher the opportunity for professional self-reflection.

Education Design:

With an average score of 4.4, the area of Process Management tied for second-highest rank on the OPIS. Faculty and staff indicated that they have control over their work processes and that the school has good processes for doing its work.

Performance Results:

The area of Business Results tied for third with an average score of 4.3. Although not the lowest score among OPIS categories, this area still needs great improvement, given that it includes one of our two lowest scoring items: "I know how well my work location is doing financially."

Schools Graded 'C' or Below

Professional Development:

Reading and Writing: Through the use of modeling, teachers will understand how to incorporate Bloom's Taxonomy and Webb's Levels of Complexity in daily lesson plans and classroom instruction to meet the learning needs of all students. Additionally, CrISS training and instruction in data disaggregation methods will be provided to teachers throughout the department to ensure that differentiated instruction strategies are implemented throughout the reading classes.

Mathematics and Science: Through the use of modeling, teachers will understand how to incorporate Bloom's Taxonomy and Webb's Levels of Complexity in daily lesson plans and classroom instruction to meet the learning needs of all students. Additionally, CrISS training and instruction in data disaggregation methods will be provided to teachers throughout the department to ensure that differentiated instruction strategies are implemented throughout the mathematics classes.

All Subject Areas: During early release days and other meetings training will be provided in the CIM, Bloom's Taxonomy and Webb's Levels of Complexity, infusing reading into the content areas, and the use of data to modify classroom instruction.

Disaggregated Data :

Reading and Writing: Using data from the 2007 FCAT, the language arts department will select the benchmark where student achievement was the lowest. Once a benchmark has been selected, the department will use "Unwrapping a Benchmark" Guidelines:

- Identify prerequisite skills
- Identify important vocabulary
- Determine appropriate assessment
- Identify how learning will be extended for lower- and higher-achieving students
- Identify support materials to teach this benchmark

The language arts department will identify which instructional strategies were previously utilized to teach the given benchmark and then make improvements according to the Guidelines.

Mathematics: Using data from the 2007 FCAT, the mathematics department will select the benchmark where student achievement was the lowest. Once a benchmark has been selected the department will use "Unwrapping a Benchmark" Guidelines:

- Identify prerequisite skills
- Identify important vocabulary
- Determine appropriate assessment
- Identify how learning will be extended for lower- and higher-achieving students
- Identify support materials to teach this benchmark

The mathematics department will identify which instructional strategies were previously utilized to teach the given benchmark and then make improvements according to the Guidelines.

Science: Using results from the 2007 FCAT, the science department will select the benchmark where student achievement was the lowest. Once a benchmark has been selected the department will use "Unwrapping a Benchmark" Guidelines:

- Identify prerequisite skills
- Identify important vocabulary
- Determine appropriate assessment
- Identify how learning will be extended for lower- and higher-achieving students
- Identify support materials to teach this benchmark

The science department members will identify which instructional strategies were previously utilized to teach the given benchmark and then make improvements according to the Guidelines.

Informal and Formal Assessments:



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Reading:

Formal Assessments

- Teacher- and publisher-created quizzes, exams, unit/chapter tests, and midterm/final exams focusing on the benchmarks
- District interim assessments
- 2008 FCAT Reading
- 2008 FCAT Writing+ (Grade 8 only)
- SRI
- FORF for Level 1 and Level 2 students only
- DAR for Level 1 and Level 2 students falling in high risk category on the FORF

Informal Assessments

- Peer evaluations
- Observations
- Rubrics
- Oral presentations
- Lesson-based projects
- STAR

Mathematics:

Formal Assessments

- Teacher- and publisher-created quizzes, exams, unit/chapter tests
- Departmentalized, grade level/course, midterm and final exams
- District interim assessments
- 2008 FCAT Mathematics

Informal Assessments

- Peer evaluation
- Observations
- Rubrics
- Oral presentations
- Lesson-based projects

Science:

Formal Assessments

- Teacher- and publisher-created quizzes, exams, unit/chapter tests
- Departmentalized, grade level/course, midterm and final exams
- District interim assessments
- 2008 FCAT Science (Grade 8 only)

Informal Assessments

- Peer evaluation
- Observations
- Lab activities
- Oral presentations
- Lesson-based projects

Alternative Instructional Delivery Methods :



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Reading and Writing:

- Hands-on activities
- Visual aides
- Technology (e.g., BrainChild, Read 180, SuccessMaker, FCAT Explorer)
- Heterogeneous cooperative learning groups
- Reciprocal teaching
- Co-teaching strategies/model
- CrISS strategies

Mathematics:

- Hands-on activities
- Visual aides
- Technology (e.g., GIZMOS, River Deep, FCAT Explorer)
- Heterogeneous cooperative learning groups
- Reciprocal teaching
- Co-teaching strategies/model
- CrISS strategies

Science:

- Hands-on activities
- Labs and experiments
- Visual aides
- Technology (e.g., GIZMOS, River Deep, FCAT Explorer)
- Heterogeneous cooperative learning groups
- Reciprocal teaching
- Co-teaching strategies/model
- CrISS strategies

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 checked="" 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 checked="" 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

Different Innovative Approaches to Instruction – See “Alternative Instructional Delivery Models.”

Responsibility of Teaching Reading for Every Teacher – See Goal 1 Action Steps.

Quality Professional Development for Teachers and Leaders – See “Teacher Mentoring” and “Schools Graded C or Below: Professional Development.”

Small Learning Communities (SLC) – See “School Wide Improvement Model.”

Intensive Intervention in Reading and Mathematics – See “School Wide Improvement Model.”

Course Choice Based on Student Goals / Interests / Talent: In addition to four core courses sixth and seventh graders take physical education and one elective of their choice; eighth graders take two electives of their choice. However, if a student scores Level 1 or 2 in reading and/or Level 1 in mathematics, that student will be enrolled in an intensive reading and/or intensive math course, thus forfeiting the chosen elective(s).

Master Schedules Based on Student Needs – See “School Profile.”

Parental Access and Support – See “Communication with Parents.”

Applied and Integrated Courses – See “Alternate Instructional Delivery Models.”

Academic and Career Planning: College/career planning and transition to high school strategies and topics are infused into the eighth grade social studies courses. In addition, students may take a variety of related elective and enrichment courses, such as Career Discovery, Personal Development, and Business Leadership Skills.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Reading

Needs Assessment

Scores on the 2007 Florida Comprehensive Assessment Test (FCAT) Reading indicate that forty-four (44) percent of students in grades six through eight scored at or above FCAT achievement Level 3, a decrease of two (2) percent when compared to the scores for the 2006 administration; fifty-two (52) percent of the students in grades six through eight have achieved a Level 3 or above; forty-five (45) percent of the Hispanic subgroup scored at or above Level 3; forty (40) percent of the Economically Disadvantaged subgroup scored at or above Level 3; twelve (12) percent of the Limited English Proficient (LEP) subgroup scored at or above Level 3; and twenty-one (21) percent of the Students With Disabilities (SWD) subgroup scored at or above Level 3. All subgroups need improvement to meet the No Child Left Behind (NCLB) legislation. Further analysis indicates that additional emphasis needs to be given in Main Idea/ Purpose, Words/ Phrases, Reference/ Research, Comparisons, and Performance Task Items to all sixth through eighth grade students according to grade level performance on the 2007 administration.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify the students in all subgroups at achievement Level 1 or 2 on the FCAT Reading Test as delineated in Adequate Yearly Progress (AYP) disaggregated data. 8. Enroll all sixth, seventh, and eighth grade students who scored a Level 1 and 2 on the 2007 FCAT in an Intensive Reading (IR) or Intensive Reading Plus (IR+) class.	Principal, Assistant Principal, Counselor	8/20/07	6/5/07	District-wide Literacy Plan	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions as part of the implementation of the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal, Department Chairs, Teachers	8/20/07	6/5/07	Continuous Improvement Model	0
Develop an Instructional Focus Calendar each nine weeks based on student assessment data that includes the identification of benchmarks to be taught at each grade level to ensure that all Sunshine State Standards being tested are mastered prior to the 2008 administration of the FCAT and reinforced throughout the year; adjust the instructional goals for Level 1 and Level 2 students accordingly.	Principal, Assistant Principal, Department Chairs, Teachers	7/1/07	6/5/07	Continuous Improvement Model	0
Identify and target standard curriculum students who scored at or above achievement Level 3 in Reading in each of the NCLB subgroups for enrollment in advanced academic courses with more rigorous reading requirements focused on higher order thinking skills.	Principal, Assistant Principal, Counselor	7/1/07	6/5/07	Advanced Academics	0
Align instructional materials in all IR and IR+ classes, and implement daily fluency skills practice in all IR and IR+ classes.	Principal, Assistant Principal, Reading Coach	8/20/07	6/5/07	District-wide Literacy Plan	0
Utilize Accelerated Reader, FCAT Simulation, FCAT Explorer, SuccessMaker and other software to develop reading comprehension skills and ensure familiarity with the FCAT Reading Test. Identify students' Lexile scores using the STAR Reading Computer Adapted software; assign Accelerated Reader books at each student's independent reading level.	Principal, Assistant Principal, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide parents with strategies to assist their children in improving reading skills through the monthly newsletter/calendar, Open House, and Family Literacy Night workshops.	Principal, Assistant Principal, Department Chairs, Reading Coach, CIS	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide small group tutoring before and/or after school hours beginning in the fall and offer Saturday School tutorials for ten weeks prior to the 2008 administration of the FCAT to review tested reading benchmarks and test-taking strategies.	Principal, Assistant Principal, Teachers	10/1/07	3/10/08	District-wide Literacy Plan	6500
Utilize the Read 180 program, which focuses on explicit instruction in phonics, fluency, vocabulary, and comprehension, with students enrolled in IR+. Also implement the Read 180 program to assist the needs of SWD's and the Rosetta Stone program to address the needs of ELL students.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement the District Reading Framework in all reading classes focusing on vocabulary development, comprehension, and fluency.	Principal, Assistant Principal, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide teachers with a list of their students who score in the lowest quartile in reading on the 2007 FCAT in order to provide additional in-class support and remediation.	Principal, Assistant Principal, Counselor	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide on-site professional development activities related to reading for all instructional personnel through the district, Regional Center 1, and in-house resources.	Principal, Assistant Principal, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Utilize CRISS strategies across the content areas.	Principal, Assistant Principal, Department Chairs, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs



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- * Read XL
- * READ 180
- * Prentice Hall Literature series
- * Accelerated Reader
- * Rosetta Stone
- * SuccessMaker
- * FCAT Explorer
- * Jamestown Timed Readings
- * Project CrISS

Professional Development

- * Project CrISS
- * Best practices
- * Teaching reading in the middle grades
- * Utilizing data to drive instruction
- * FCAT Explorer
- * SuccessMaker
- * FORF
- * DAR
- * Question Task Cards
- * Implementing reading strategies in the content areas
- * Fluency practice and development strategies
- * Differentiated instruction
- * Co-teaching strategies
- * Smaller Learning Communities
- * CIM

Evaluation

Formative Assessment(s):

Benchmark cluster assessments (administered triweekly)
Interim Assessments (administered in October, January, and May)
STAR Reading Computer Adapted Software (Pre/Progress/Post)
READ 180
Rosetta Stone
FCAT Explorer
FORF
Scholastic Reading Inventory (administered only to students in IR classes)

Summative Assessment(s):

Teacher-created assessments that focus on the SSS benchmarks
2008 FCAT Reading Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Mathematics

Needs Assessment

Scores on the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics indicates that forty-one (41) percent of the students in grade six through eight scored at or above FCAT achievement Level 3, a decrease of nine (9) percent when compared to scores of the 2006 administration; ten (10) percent less than the desired fifty-six (56) percent of the students in grades six through eight achieved a Level 3 or above. In addition, the 2007 Adequate Yearly Progress (AYP) mathematics data indicate that the following subgroups: Economically Disadvantaged, Black, White, Hispanic, Limited English Proficiency (LEP), and Students With Disabilities (SWD) did not meet the state requirements for high standards. These subgroups need improvement to meet the No Child Left Behind (NCLB) legislation. Further analysis of the data indicates that additional emphasis needs to be given in Number Sense, Operations, Patterns/Relationships/ Algebra, Data/Statistics/Probability, Geometry/Measurement to all sixth through eighth grade students.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify the students in all subgroups at achievement Level 1 or 2 on the FCAT Mathematics Test as delineated in Adequate Yearly Progress (AYP) disaggregated data. Enroll sixth, seventh, and eighth grade students who scored a Level 1 on the 2007 FCAT in an Intensive Mathematics(IM) class.	Principal, Assistant Principal, Counselor	7/1/07	6/5/08	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions as part of the implementation of the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal, Department Chairs, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Identify and target standard curriculum students who scored at or above achievement Level 3 on the FCAT Mathematics Test in each of the No Child Left behind (NCLB) subgroups for enrollment in advanced academic courses with more rigorous mathematics requirements	Principal, Assistant Principal, Counselor	7/1/07	6/5/08	Advanced Academics	0
Implement the Continuous Improvement Model (CIM) by utilizing Student Performance Indicators (SPI) as well as Edusoft databases of tri-weekly and interim assessment results to monitor student achievement and provide differentiated instruction on an on-going basis.	Principal, Assistant Principal, Department Chairs, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Develop an Instructional Focus Calendar each nine weeks based on student assessment data that includes the identification of benchmarks to be taught at each grade level and source material to ensure that all Sunshine State Standards being tested are mastered prior to the 2008 administration of the FCAT and reinforced throughout the year.	Principal, Assistant Principal, Department Chairs, Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Utilize computer-based activities as well as manipulatives involving problem solving, critical thinking, communication, and technology models or practice skills to represent mathematics concepts.	Principal, Assistant Principal, Department Chairs, Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Provide small group tutoring before and/or after school hours beginning in the fall and offer Saturday School tutorials for ten weeks prior to the 2008 administration of the FCAT to review tested mathematics benchmarks and test-taking strategies.	Principal, Assistant Principal, Teachers	10/1/07	3/10/08	Other/ Not Applicable	6500
Provide parents with strategies to assist their children in improving mathematics skills through the monthly newsletter/calendar and at Open House.	Principal, Assistant Principal, Department Chair	8/20/07	6/5/08	Other/ Not Applicable	0
Provide teachers with a list of their students who scored in the lowest quartile in mathematics on the 2007 FCAT in order to provide additional in-class support and remediation.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Provide on-site professional development activities in mathematics for instructional personnel through District, Regional Center 1, and in-house resources.	Principal, Assistant Principal, Department Chair	8/20/07	6/5/08	Other/ Not Applicable	0
Align instructional materials in all IM classes.	Principal, Assistant Principal, Department Chair	8/20/07	6/5/08	Other/ Not Applicable	0
Utilize SuccessMaker, FCAT Simulation, FCAT Explorer, GIZMOS, and other software to develop mathematics skills and ensure familiarity with the FCAT Mathematics Test.	Principal, Assistant Principal, Department Chair, Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Utilize CrISS strategies to deliver mathematics instruction.	Principal, Assistant Principal, Department Chair, Teachers	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

- * Glencoe McGraw Hill Mathematics Series
- * SuccessMaker
- * FCAT Explorer
- * Riverdeep

Professional Development



School Improvement Plan 2007-2008



- * Project CrISS
- * Best practices
- * SPI
- * FCAT Explorer
- * SuccessMaker
- * Question Task Cards
- * Implementing reading strategies in mathematics
- * Differentiated instruction
- * Small Learning Communities
- * Assess2Learn
- * Riverdeep
- * Edusoft
- * PowerPoint
- * Teacher Portal
- * GIZMOS (Explore Learning)

Evaluation

Formative Assessment(s):

School-generated pretest (administered August 2007)
Benchmark cluster assessments (administered triweekly)
Interim Assessments (administered in October, January, and May)
FCAT Explorer assessments
SuccessMaker assessments

Summative Assessment(s):

Teacher-created assessments that focus on the SSS benchmarks
2008 FCAT Mathematics Test

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

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

Writing Statement

Writing

Needs Assessment

Scores on the 2007 FCAT Writing + indicate that eighty-five (85) percent of students in grade eight scored at or above state mastery level of 3.5, a decrease of four (4) percent when compared to the scores of the 2006 administration. Assessment indicates a need for improvement, since fifteen (15) percent of the eighth grade population is not meeting high standards. Therefore, all students in grades six through eight will continue to be targeted in order to improve writing skills and monitor improvement.

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 based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of one (1) percentage point on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions as part of the implementation of the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal, Reading Coach, Department Chair, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Develop an Instructional Focus Calendar each nine weeks based on student assessment data that includes the identification of benchmarks to be taught as well as source material to ensure that all Sunshine State Standards being tested are mastered prior to the 2008 administration of the FCAT and reinforced throughout the year.	Principal, Assistant Principal, Reading Coach, Department Chair, Teachers	7/1/07	6/5/08	Continuous Improvement Model	0
Develop and utilize quarterly writing assessments, pretest/practice/post-test, and school-wide FCAT Writing+ simulations to assess mastery of the writing benchmarks. Utilize pre/post assessments, SPI, and teacher-created assessments to target data-driven instruction for students.	Principal, Assistant Principal, Reading Coach, Department Chair, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Provide parents with strategies to assist their children in improving reading skills through the monthly newsletter/calendar, Open House, and Family Literacy Night workshops.	Principal, Assistant Principal, Reading Coach, Department Chair	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide staff development for process writing strategies to be used in all content areas and monitor the strategies on a regular basis.	Principal, Assistant Principal, Reading Coach, Department Chair	8/20/07	6/5/08	Other/ Not Applicable	0
Provide tutoring in writing to eighth grade students to reinforce the benchmarks tested on the FCAT Writing+, and implement pull-out practice and review sessions for eighth grade students during the advisement/homeroom period.	Principal, Assistant Principal, Reading Coach, Department Chair	8/20/07	6/5/08	Other/ Not Applicable	2500
Implement writing across the curriculum.	Principal, Assistant Principal, Department Chairs, Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Develop literacy events, such as writing contests, that allow students to be recognized for their efforts and be exposed to different forms of writing.	Principal, Assistant Principal, Reading Coach, Department Chair, Media Specialist	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

- * Literature (Prentice Hall)
- * Writer's Choice (Glencoe)

Professional Development

- * Project CrISS
- * Best Practices
- * Holistic scoring (using rubrics)
- * The writing process
- * The six traits of writing
- * Writing across the curriculum

Evaluation



School Improvement Plan 2007-2008



Formative Assessment:

- Pre-test, practice tests
- School-wide FCAT Writing+ simulations
- Teacher-generated assessments (e.g. writing portfolios) that focus on the writing process and the six traits of writing
- Sample writing prompts

Summative Assessment:

- Teacher/publisher created assessments
- Post-test
- 2008 FCAT Writing+ Test

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

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Science Statement

Science

Needs Assessment

Scores on the 2007 FCAT Science Test indicate that twenty-six (26) percent of students in grade eight achieved a Level 3 or above.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade eight will increase to fifty-one(51) percent on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions as part of the implementation of the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal, Department Chair, Science Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) by utilizing Student Performance Indicators (SPI) as well as Edusoft databases of tri-weekly and interim assessment results to monitor student achievement and provide differentiated instruction on an on-going basis.	Principal, Assistant Principal, Department Chair, Science Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Identify and target standard curriculum students who scored at or above achievement Level 3 on the FCAT Science Test in each of the No Child Left behind (NCLB) subgroups for enrollment in advanced academic courses with more rigorous science requirements.	Principal, Assistant Principal, Counselor	7/1/07	6/5/08	Advanced Academics	0
Develop an Instructional Focus Calendar each nine weeks based on student assessment data that includes the identification of benchmarks to be taught at each grade level and source material to ensure that all Sunshine State Standards being tested are mastered prior to the 2008 administration of the FCAT and reinforced throughout the year.	Principal, Assistant Principal, Department Chair, Science Teachers	7/1/07	6/5/08	Continuous Improvement Model	0
Provide parents with strategies to assist their children in improving science skills through the monthly newsletter/calendar and at Open House.	Principal, Assistant Principal, Department Chair	8/20/07	6/5/08	Other/ Not Applicable	0
Promote and infuse reading and writing activities in science curriculum by the inclusion of CrISS strategies in daily lesson plans.	Principal, Assistant Principal, Department Chair, Reading Coach, Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Utilize FCAT Explorer, Riverdeep, GIZMOS, and other software to develop mathematics skills and ensure familiarity with the FCAT Science Test, and utilize computer-based activities as well as manipulatives involving problem solving, critical thinking, communication, and technology models or practice skills to represent science concepts.	Principal, Assistant Principals, Department Chair, Science Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Use laboratory experiments, hands-on-activity projects, pictures, diagrams, and concrete materials to explore and provide alternative learning strategies.	Principal, Assistant Principal, Department Chair, Science Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Provide tutoring in science to eighth grade students to reinforce the benchmarks tested on the FCAT Science Test, and implement pull-out practice and review sessions for eighth grade students during the advisement/homeroom period.	Principal, Assistant Principal, Department Chair, Science Teachers	8/20/07	6/5/08	Other/ Not Applicable	2500
Provide on-site professional development activities in science for all instructional personnel through District, Region Center 1, and in-house resources.	Principal, Assistant Principal, Department Chair	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

- * Florida Science Series-Glencoe
- * Riverdeep
- * FCAT Explorer

Professional Development



School Improvement Plan 2007-2008



- * CrISS
- * Best practices
- * SPI
- * FCAT Explorer
- * Implementing reading strategies in science
- * Differentiated instruction
- * Riverdeep
- * Edusoft
- * GIZMOS
- * Co-teaching models/strategies

Evaluation

Formative Assessment(s):

- * Glencoe Science unit tests
- * Teacher-generated benchmark assessments
- * District interim assessments
- * FCAT Explorer quizzes
- * Riverdeep quizzes
- * Departmental tests
- * GIZMOS assessments

Summative Assessment(s):

2008 FCAT Science Test

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"/>

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

Parental Involvement Statement

Parental involvement will increase at Hialeah Middle School.

Needs Assessment

The Parent Academy (TPA) records for the 2006-2007 school year indicate that four (4) parents attended TPA classes and activities. This number represents less than one percent.

Measurable Objective

Given an emphasis on parental involvement, there will be an increase of seven(7) percentage points in parental participation at The Parent Academy (TPA) and Bilingual Parent Outreach Program (BPOP) meetings, classes, and activities during the 2007-2008 school year as compared to the percent of participation during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement school events which will attract parents such as PTSA meetings, Open House, and Family Nights.	Principal, Assistant Principal, Department Chairpersons, PTSA Officers	08/20/07	6/5/08	Improve Public Perception	0
Improve communication through flyers, announcements, the parent newsletter, school's website, and the school's marquee. Utilize Connect-Ed weekly to inform parents of upcoming meetings and important events.	Principal, Assistant Principal	8/20/07	6/5/08	Improve Public Perception	0
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information, and the website.	Assistant Principal, Department Chairpersons	8/20/07	6/5/08	District-wide Literacy Plan	0
Continue to operate a Parent Resource Center and utilize a Community Involvement Specialist to facilitate communication with parents.	Principal, Assistant Principal, CIS	8/20/07	6/5/08	Improve Public Perception	31073
Arrange for The Parent Academy and/or Bilingual Parent Outreach Program classes to be offered at the school site.	Principal, Assistant Principal, CIS	8/20/07	6/5/08	District-wide Literacy Plan	0
Schedule Educational Plan (EP), Individualized Educational Plan (IEP), and Limited English Proficient (LEP) conferences during times that are convenient to parents.	Principal, Assistant Principal, Program Specialist, ESOL Coordinator	8/20/07	6/5/08	Inclusion of SWD	0

Research-Based Programs

* National Parent Teacher Student Association (PTSA) Standards for Parental Involvement

Professional Development

- * Workshop for promoting a customer-friendly environment
- * Workshops for parents on topics of interest
- * Community Involvement Specialist, provided through District Title I funds, will be the catalyst for all parental professional development and will serve as a liaison between parents and the school's staff.

Evaluation

Sign-in sheets for TPA/BPOP meetings and workshops will be utilized to document parental participation during the 2007-2008 school year.

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 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"/>

Discipline & Safety Statement

The attendance rate at Hialeah Middle School will increase during the 2007-2008 school year.

Needs Assessment

The attendance rate at Hialeah Middle School for the 2006-2007 school year was 95.37%, a 0.59% increase over the previous year. The school ranks sixth (6th) out of ten (10) middle schools in Region 1 and twenty-seventh (27th) out of fifty-three (53) middle schools in the district. This ranking indicates a need for an increase in the attendance rate.

Measurable Objective

Given an emphasis on a safe and orderly environment, the student attendance rate will increase by 0.5 percentage points for the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Announce and track perfect attendance homerooms on morning announcements daily. Provide incentives to top homerooms each quarter.	Principal, Assistant Principal, Attendance Clerk	8/20/07	6/5/08	Truancy Prevention	500
Implement attendance action plan that includes phone calls and letters home, counseling, student and parent conferences, home visits, and referral actions depending on the number of accumulated absences.	Principal, Assistant Principal, Counselor, CIS, Attendance Clerk	8/20/07	6/5/08	Truancy Prevention	0
Disseminate attendance information through a variety of means including sixth grade parent orientation, Open House, parent and student handbook, grade level orientations, and Connect-Ed phone calls.	Principal, Assistant Principal, Counselor, Attendance Clerk	8/20/07	6/5/08	Truancy Prevention	0
Maintain accurate and updated attendance records of students with excessive absences and corresponding services rendered.	Principal, Assistant Principal, Counselor, Attendance Clerk	8/20/07	6/5/08	Truancy Prevention	0

Research-Based Programs

Truancy Reduction Demonstration Program, Office of Juvenile Justice and Delinquency Prevention (U.S. Dept of Justice)

Professional Development

- * School-wide attendance action plan
- * District Attendance Reporting Procedures K-12

Evaluation

The average attendance rate for the 2007-2008 school year will increase by 0.5 percent over the 2006-2007 school year as evidenced by the Percentage of Attendance report compiled by District Attendance Services.

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

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

Technology Statement

Language arts, mathematics, and science teachers at Hialeah Middle School will increase their use of technology, specifically their use of the Edusoft software.

Needs Assessment

Based on Edusoft data reports, utilization of this software during the 2006-2007 school year was inconsistent within the language arts, mathematics, and science departments.

Measurable Objective

Given an emphasis on the use of technology in education, all language arts, mathematics, and science teachers will administer and score in-house triweekly and district interim assessments utilizing the Edusoft software package for data disaggregation.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create and upload triweekly assessments into the Edusoft software in language arts, mathematics, and science.	Principal, Assistant Principal, Department Chairs, reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize Edusoft data reports to complete and implement Regional Center Data Debriefing Protocols.	Principal, Assistant Principal, Department Chairs, Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
provide professional development and ongoing support for teachers utilizing Edusoft.	Principal, Assistant Principal, Department Chairs, reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

n/a

Professional Development

- * Edusoft
- * Data-driven instruction

Evaluation

Edusoft data reports will demonstrate that 100% of all teachers in language arts, mathematics, and science departments utilized the software to score and disaggregate student triweekly and interim assessments.

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

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

Health & Physical Fitness Statement

Hialeah Middle School students will increase their overall fitness levels.

Needs Assessment

The 2006-2007 Physical Fitness test summary indicates that sixty-two (62) percent of the students participating in the FITNESSGRAM received Gold or Silver Awards.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades six through eight will improve their overall fitness level as evidenced by ninety (90) percent of the students earning a Gold or Silver Award on the 2007-2008 administration of the FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal, Assistant Principal, Physical Education Department Chair	8/20/07	6/5/08	Other/ Not Applicable	0
Involve students in a wide variety of physical activities to develop and maintain fitness.	Principal, Assistant Principal, Physical Education Teacher	8/20/07	6/5/08	Other/ Not Applicable	0
Motivate students to set long-term objectives and plan their own personal fitness programs.	Principal, Assistant Principal, Physical Education Teacher	8/20/07	6/5/08	Other/ Not Applicable	0
Administer a fitness pre-test to determine baseline measures.	Principal, Assistant Principal, Physical Education Teacher	8/20/07	6/5/08	Other/ Not Applicable	0
Encourage student participation in the Middle Schools Athletic Program to promote and maintain physical fitness.	Principal, Assistant Principal, Physical Education Teacher, Team Coaches	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

* FITNESSGRAM

Professional Development

* Health and Fitness Workshop

Evaluation

The 2007-2008 Physical Fitness Test summary will indicate a three (3) percent increase in the number of students passing the FITNESSGRAM.

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

Electives & Special Areas Statement

At Hialeah Middle School, there will be an increase in the number of students enrolled in Advanced Academics courses.

Needs Assessment

Based on the 2006-2007 enrollment data, thirty (30) percent of the student population was enrolled in Advanced Academics courses. This indicates a need to increase the number of students identified and enrolled in these courses.

Measurable Objective

Given an emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in advanced academic programs will increase by five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that all ESOL students are provided with programmatic assessments in core areas upon entering Hialeah Middle School.	Principal, Assistant Principal, ESOL Counselor, ESOL Teachers	8/20/07	6/5/08	Advanced Academics	0
Review and analyze the 2006-2007 reading and mathematics FCAT norm referenced scores to determine those students who scored in the 98th and 99th percentile.	Principal, Assistant Principal, Counselors	8/20/07	6/5/08	Advanced Academics	0
Encourage teachers to utilize the Gifted Student Nomination form for students who exhibit outstanding academic performance.	Principal, Assistant Principal, Teachers	8/20/07	6/5/08	Advanced Academics	0
Inform parents via flyers, team meetings and the curriculum bulletin of advanced academics classes.	Principal, Assistant Principal, Department Chairpersons, Team Leaders, Community Involvement Specialist	8/20/07	6/5/08	Advanced Academics	0
Encourage students through the articulation process to consider placement in Advanced Academics courses.	Principal, Assistant Principal, Teachers, Counselors	8/20/07	6/5/08	Advanced Academics	0
Incorporate career-oriented materials into Gifted courses so that students may explore the school-to-career transition.	Assistant Principal, Advanced Academics Teachers, Career Specialist	8/20/07	6/5/08	Parental Choice Options	0

Research-Based Programs

- * Math Application and Concepts - Course 1,2,3 (Glencoe)
- * Pre-Algebra (Glencoe)
- * Algebra I (Glencoe)
- * Geometry (Glencoe)
- * Geography (Glencoe)
- * Civics, Responsibility, and Citizenship (Glencoe)
- * The American Nation (Prentice Hall)
- * Science Voyages (Glencoe)
- * Earth/Space Science (Glencoe)
- * Writer's Choice: Grammar and Composition 2001 Edition (Glencoe)
- * READ XL 2001 Edition (Scholastic)
- * Literature: Timeless Voices, Timeless Themes (Prentice Hall)

Professional Development

- * Courses in Gifted Education
- * Train teachers in the identification of students who may qualify for advanced academic courses
- * Curriculum differentiation for Gifted students

Evaluation

The enrollment data provided by an ITS generated report will demonstrate a five(5) percentage increase in student enrollment in Advanced Academics programs.

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 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"/>

Return On Investment Statement

Return on Investment

Needs Assessment

Compared to similar schools, Hialeah Middle School's percentile ranking is twenty-two (22) and the percent of the highest Return on Investment value is fifty-six (56) percent.

Measurable Objective

Hialeah Middle School's Return on Investment percentile ranking will increase by the next publication of the Index by at least one (1) percentage point when compared to our percentile ranking of twenty-two (22) in the last publication in 2004-2005.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify lowest quartile students early and provide additional assistance and interventions.	Principal, Assistant Principal, Teachers	08/20/07	6/5/08	District-wide Literacy Plan	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Reading Coach	08/20/07	6/5/08	Business Process Redesign	0
Re-allocate school resources to better implement teaching, learning, and class-size mandates.	Principal, Assistant Principal	08/20/07	6/5/08	District-wide Literacy Plan	0
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	0
Use purchased programs effectively and increase student participation in classroom learning activities.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	0
Increase participation in computer programs provided by the Department of Education, such as FCAT Explorer and Riverdeep.	Principal, Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	0
Utilize school and district in-service training to broaden teacher knowledge of instructional strategies and techniques.	Principal, Assistant Principal	8/20/07	6/5/08	Business Process Redesign	0
Analyze student data to identify effective strategies to meet their needs.	Principal, Assistant Principal, Reading Coach, Dept Chair, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

- * Math Application and Concept, Course 1,2,3 (Glencoe)
- * Pre-Algebra (Glencoe)
- * Algebra I (Glencoe)
- * Geometry (Glencoe)
- * Geography: The World and its People (Glencoe)
- * Civics, Responsibility, and Citizenship (Glencoe)
- * The American Nation (Prentice Hall)
- * Science Voyages: Exploring the Life, Earth, and Physical Sciences (Glencoe)
- * Earth/Space Science (Glencoe)
- * Writer's Choice: Grammar and Composition 2001 Edition (Glencoe)
- * READ XL 2001 Edition (Scholastic)
- * Literature: Timeless Voices, Timeless Themes 2003 Edition (Prentice Hall)

Professional Development

- * Creating Reading Independence through Student Owned Strategies (CRISS)
- * Wild About Words
- * Best Practices
- * Teaching Reading in the Middle Schools
- * Student Performance Indicators (SPI)
- * FCAT Explorer
- * SuccessMaker
- * Diagnostic Assessments of Reading (DAR)
- * Assess2Learn
- * Riverdeep
- * Edusoft
- * PowerPoint
- * FCAT Science Instruction and Strategies

Evaluation



School Improvement Plan 2007-2008



An increase in the percentile rank will be evident in the next State of Florida ROI Index Publication.

EESAC Compliance

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

Budget:

The EESAC recommended that budget items be directly related to allocation of appropriate staff, materials, and supplies for the operation of the school. Additional funds which may become available will be spent after consulting with the EESAC and evaluating the present needs of the school.

Training:

The EESAC recommended that departments send representatives to District/Regional Center workshops when possible and the information be disseminated to appropriate staff. The EESAC also recommended that in-house professional development be prepared and provided by "experts" within the faculty and staff.

Instructional Materials:

The EESAC recommended that a class set and home set of state-adopted textbooks in all core academic areas be available to teachers and students whenever possible. Additional materials that support Sunshine State Standards (SSS) will be purchased, as needed. The school utilizes District, State, and vendor SSS materials.

Technology:

The EESAC recommended that technology should continue to be upgraded at Hialeah Middle School. The E-Rate has given each classroom internet access. The Accelerated Reader program is used to enhance reading skills. A number of web-based software packages are also utilized in core courses. The QZAB project has made an impact on the number of additional computers this school has purchased. Software is continuously purchased and upgraded. A computer at every teacher's desk allows all classroom teachers to record attendance and grades using the district electronic gradebook.

Staffing:

The EESAC recommended that classes be taught by certified and highly qualified instructional personnel. Sixth period supplements are offered, if available, to reduce class size.

Student Support Services:

The EESAC recommended purchasing the Community Involvement Specialist position utilizing Title I funds to improve school-parent-student communication and to assist in coordinating SES tutorial and other services for students. The Trust Counselor and Career Specialist along with the grade level counselors comprise the Student Services Department.

Other Matters of Resource Allocation:



School Improvement Plan

2007-2008



The EESAC recommended that monies be allocated for tutoring, before and/or after school as well as a Saturday Academy to help students reach or maintain high standards on the FCAT. Specifically, the EESAC recommended that tutoring in science and writing be provided, given that these areas are not covered through the Title I-funded SES tutoring. The EESAC recommended that supplementary instructional materials be utilized and that all monies directly impact students through educational programs and initiatives.

Benchmarking:

The EESAC recommended that the language arts, mathematics, and science departments utilize the district interim assessments to monitor student achievement in the tested benchmarks in preparation for the FCAT. All staff members are familiar with the content foci in reading, mathematics, and science and address them through instructional focus calendars and daily lesson plans.

School Safety & Discipline:

The EESAC recommended a zero tolerance policy for violence. All staff members take an active role to ensure the safety of students and staff. A sign-in table at the entrance to the school provides for an added security measure to monitor visitors in the building. Administrators and counselors meet with students throughout the year to prevent school-site violence before it occurs.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	6500
Mathematics	6500
Writing	2500
Science	2500
Parental Involvement	31073
Discipline & Safety	500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	49573



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