
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6231 - Hialeah Middle School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Martha Montiel

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hialeah Middle School

Hialeah Middle School rests in 21.8 acres of land in the City of Hialeah, Florida, located at 6027 East 7th Avenue. Hialeah Middle School was established in 1964. The school's enrollment is highly representative of Miami-Dade County Public Schools' multicultural population. Hialeah Middle School's 1176 students and its surrounding community are predominantly Hispanic, comprising of 85 percent of our student body. African-American students account for 11 percent and 3 percent are Non-Hispanic Whites. Our school offers a variety of programs designed to cater to our diverse student population such as Gifted and Advanced courses as well as middle school courses for high school credit. Furthermore, we house a large Exceptional Student Education (ESE) program ranging from Learning Disabilities to Profound Mentally Handicapped. Our school has established the following objectives to ensure that every student at Hialeah Middle School excels and reaches the goals we have established for the 2005-2005 school year:

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, while 48 percent of each subgroup identified in the NCLB requirements will score at the state mastery level.

Given instruction using the Sunshine State Standards (SSS), African American students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Hispanic students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient (LEP) students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their mathematics skills as evidenced by 54 percent of the students meeting high standards on the 2006 FCAT-Mathematics, while 50 percent of each subgroup identified in the NCLB requirements will score at the state mastery level.

Given instruction using the Sunshine State Standards (SSS), African-American students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Hispanic students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged (ED) students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their writing performance skills as evidenced by 90 percent of the students meeting high standards on the 2006 FCAT-Writing.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by meeting or exceeding the district's mean scale score on the 2006 FCAT-Science.

Given an emphasis on parental involvement, parental participation at meetings during the 2005-2006 school year will increase by 10 percent as evidenced by sign-in sheets.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 2 percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their use of the FCAT Explorer Program by 40 percent as evidenced by the usage report through FCAT Explorer.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM test.

Given emphasis on the benefits of participating in the Advanced Academics program, the number of students enrolled will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Hialeah Middle School will improve its ranking on the State of Florida ROI index publication from 52 percentile in 2003 to 55 percentile on the next publication of the index.

Based on the recent self-assessment instrument, the Organizational Performance Improvement Snapshot, two areas will be the focus of improvement this year to assist our students in achieving these objectives. These areas were selected for attention after receiving low average scores of 3.9 and 4.1 respectively on a 5.0 scale: "I know how well my organization is doing financially" and "As it plans for the future, the organization asks for my ideas." The administrative team is committed to improve the ratings of these items, which come from the categories of Business Results and Strategic Planning, throughout the school year by involving more faculty and staff members in planning processes.

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.

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

Hialeah Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality of service, quality of relationships and quality of communication. We believe that ours should be, for all who are involved, a place of realized potential and we believe that our responsibility is to all stakeholders, the students, employees, parents, and the surrounding community that we serve. Hialeah Middle School will achieve excellence through a cooperative team of parents, teachers, and community/business leaders so that students may become productive members of our multicultural society.

School Demographics

Hialeah Middle School rests in 21.8 acres of land in the City of Hialeah, Florida, located at 6027 East 7th Avenue. In 1998, Hialeah Middle School was established in 1964. 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. Furthermore, the school holds seven (7) relocatable classrooms. The school's enrollment is highly representative of Miami-Dade County Public Schools' multicultural population. Hialeah Middle School's 1176 students and its surrounding community are predominantly Hispanic, comprising 85 percent of our student body. African-American students account for 11 percent, 3 percent are Non-Hispanic Whites, and less than 1 percent are Asian/Other. The school has a large varied Exceptional Student Education (ESE) program, ranging from students classified as Specific Learning Disability (SLD) to Profoundly Mentally Handicapped (PMH).

The school employs a total of 124 full-time staff members, and 26 part-time staff members. Out of the full-time staff, there are four (4) administrators, one (1) Media Specialist, one (1) Reading Leader, one (1) Reading Coach, one (1) ESE Program Specialist, forty-nine (49) regular education classroom teachers, eighteen (18) Exceptional Student Education (ESE) teachers, four (4) Student Services personnel, nineteen (19) ESE classroom paraprofessionals, eight (8) clerical employees, two (2) computer specialists, three (3) food service personnel, one (1) Community Involvement Specialist, four (4) security personnel, and twelve (12) custodial staff. Of the part-time staff; twenty-three (23) are food service personnel; two (2) are clerical employees; and one (1) is a security monitor. Of the teaching staff, seven (7) are teachers new to this school.

Similar to the student body, the faculty is also reflective of our multicultural society. Specifically, 26 percent of teachers and counselors are White, 21 are African-American, 49 are Hispanic, and 4 are Asian/Pacific Islander. Moreover, 25 percent of the faculty is male while 75 percent are female. One (1) teacher is currently nationally board certified, 9 percent of the instructional staff holds a Doctoral degree and 34 percent possess a Master degree.

School Foundation

Leadership:

Leadership was ranked one of the two highest categories for the school on the Organizational Performance Improvement Snapshot. The seven item category addresses a variety of leadership items, including the school's vision and mission and positive work environment. With an average score of 4.6, the self-assessment reflects Hialeah Middle School's high ranking of the administrative team.

District Strategic Planning Alignment:

Strategic Planning, a category comprised of only three items, ranked last in the survey. The average score of 155 staff members was 4.3 on a five point scale. While this score is still high, more attention can be given to involving more faculty and staff in long term planning and goals.

Stakeholder Engagement:

The area of Customer and Market Focus also ranked second with an average score of 4.4. One item that addresses knowledge of the most important customers ranked highest within the category with a 4.7. The faculty and staff is keenly aware of our customers and work diligently to provide the best services possible to them.

Faculty & Staff:

Cohesion and willingness to help others exists and is evident on a daily basis. Further, the creation of Small Learning Communities has brought departments together in a new way. No longer is procedural business the highlight of gatherings. Now, discussion centers around the craft of teaching, the content are subject, and self-reflection. This activity builds a trust within the community to share and learn, thus improving the educational practices of the school.

Data/Information/Knowledge Management:

This area of the survey ranked one of the two highest categories with an average score of 4.6. In a review of the items, it is clear that the faculty and staff indicated the knowledge of how to measure the quality of their work, analyze the quality of their work, and use the analyses to make decisions about their work. Data is utilized not only to improve student achievement, but also to allow teacher the opportunity for professional self-reflection.

Education Design:

In an examination of the results of the Organizational Performance Improvement Snapshot, this category also ranked third with an average score of 4.4. Faculty and staff indicated that they have control over their work processes and that we have good processes for doing our work.

Performance Results:

An additional area that this process will impact is the number of outdoor suspensions. As part of this year's School Improvement Plan, strategies will be implemented to lower the number of outdoor suspensions.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to ensure that our recruitment process at Hialeah Middle School encompasses the highest quality and qualified teachers, we implement an extensive interview process. We establish a committee composed of two administrators, the department chair that oversees that particular department, and a teacher from the respective department. Cooperatively these individuals generate questions that target the academic needs of the students.

At Hialeah Middle School, we also strive to have the most innovative teachers that are available by working closely with our universities and graduates. We have a growing internship program with the universities and graduate students. Moreover, we attend recruitment fairs to attract the most professional educators to be interested in employment at our school.

• Highly Qualified, Certified Administrators:

Ms. Martha Montiel, Principal, has served the children of Miami-Dade County Public Schools for the last fourteen years and worked specifically as an assistant principal in both low performing and high performing middle schools. Ms. Montiel holds a Bachelor of Arts in English and a Master of Science in Educational Leadership both attained at Florida International University. Her certification is in the areas of English (6-12), Middle Grades (5-9), and Educational Leadership (PK-12). Ms. Montiel began her career as an English teacher at American Senior High School where she worked for two years prior to working with middle school students. She then began teaching at Palm Springs Middle School where she was assigned to work with the student-at-risk population. She served as the team leader and was very involved in the curriculum development as well as intervention strategies that were implemented at the school. Her dedication to her students as well as her commitment to their success, resulted in her being recognized by the 1998 senior class of Hialeah Miami Lakes Senior High School as their "Most Significant Middle School Teacher." She became an Assistant Principal of Curriculum at Carol City Middle School where she worked for three and a half years followed by an additional year and a half at Lawton Chiles Middle School. Her primary focus revolved around the curriculum of the school ensuring that school improvement efforts were implemented in all subject areas. Each year she developed the master schedule to include mandatory remediation courses in reading and mathematics for stanines 1 and 2 students. Her involvement in the Educational Excellence School Advisory Council (EESAC) included assisting in the development of the School Improvement Plan (SIP). In addition, she created numerous opportunities for students to receive recognition for their hard work and efforts to include: quarterly honor roll and perfect attendance assemblies, team assemblies, and end-of-the-year awards night. Ms. Montiel became the Principal of Hialeah Middle School in August 2003. She designed the master schedule to ensure that remedial classes were developed in reading and mathematics for all Level 1 and 2 students, implemented before/during/after school tutorial for the aforementioned students and a "crunch time" Saturday Academy eight weeks prior to the Florida Comprehensive Assessment Test (FCAT) to review previously covered benchmarks. Ms. Montiel also coordinated a writing process program for all eighth grade students. As a result of her leadership, the percent of students meeting high standards increased in mathematics by 2 percent, in writing by 1 percent, and the number of sixth grade Level 1 students in reading decreased by 7 percent. Ms. Montiel will continue to work collaboratively with the faculty, students, parents, and business leaders to ensure that Hialeah Middle School meets Adequate Yearly Progress (AYP) and provides each and every student with a quality education.

Ms. Inez Arias, Assistant Principal, has over ten years of experience in public education. Ms. Arias has served the Miami-Dade County Public School system first as a science teacher in the middle grades and currently as an assistant principal in a middle school. Ms. Arias graduated from Tuskegee University with a Bachelor of Science in Biology and Chemistry. Her educational

endeavors continue with a Master in Science in Science Education and Educational Leadership. Currently, she is completing her Doctorate in Organizational Leadership, specializing in Human Resource Development at Nova Southeastern University. Ms. Arias has attended numerous professional development activities and educational workshops that focus on increasing student achievement. The knowledge gathered from such events has assisted her in organizing and supervising tutorial programs and developing a scope and sequence that compliments the Sunshine State Standards (SSS) and the annually assessed benchmarks. Ms. Arias has worked cooperatively with district personnel to develop and design curriculum that will increase student achievement.

Ms. Jacqueline Hernandez, Assistant Principal, has over nine years of experience with Miami-Dade County Public Schools. She graduated from Florida International University with a Bachelor of Science degree in Special Education and then furthered her education by obtaining a Master of Science degree in Educational Leadership from Nova Southeastern University. Ms. Hernandez began her teaching career as an Exceptional Student Education teacher where she had an opportunity to work with students of varying exceptionalities. During her tenure as teacher, she also served as the Department Chairperson for the Exceptional Student Education Department. In this position, she worked closely with the entire department and exercised her leadership abilities. Furthermore, Ms. Hernandez received Gifted Endorsement, and as a result, taught students in the gifted department as well.

Mr. Christopher Gonzalez, Assistant Principal, has over six years of experience in Miami-Dade County Public Schools. Mr. Gonzalez began his career at Rockway Middle School where he served as a science teacher. During his tenure, Mr. Gonzalez had an opportunity to work with several populations such as ESE, Gifted, BCC, and regular education students. Additionally, he coached several sports and assisted in the planning and development of the sports program. Mr. Gonzalez was one of the members selected to participate in the School Performance Excellence Plan Team and also had an opportunity to work closely with the truancy program and with the implementation of school wide attendance incentive activities. He received a Bachelor of Science degree in Sports Medicine Athletic Training from Barry University and then continued his education at Nova Southeastern University where he received a Master of Science degree in Educational Leadership.

• Teacher Mentoring:

Hialeah Middle School complies with district policy in the establishment of a school-site teacher mentoring program. All beginning teachers are initially trained in the district's Professional Assessment and Comprehensive Evaluation System (PACES). As part of their training, all beginning teachers (Annual Contract 1) are assigned to a two-member Professional Growth Team (PGT). The colleague teacher is selected by the Annual Contract teacher. The second member of the team is selected by the school principal. The purpose of this team is to provide the beginning teacher with a comprehensive support base for improving teaching and learning, classroom management, and critical thinking strategies. The PGT's role is solely collegial in nature. The PGT arranges pre and post planning conferences to discuss classroom observations. The team observes the beginning teacher twice per year and documents feedback on the Professional Growth Discussion Guide. These guides are for the beginning teachers' information only and are not utilized for any annual evaluation purposes. Veteran teachers are afforded continuous professional development opportunities through in-house inservices on early release days, as well as through the Miami-Dade County Public School's Virtual Campus.

• School Advisory Council:

The purpose of the Hialeah Middle School Advisory Council, also known as the Educational Excellence School Advisory Council (EESAC), is to strive to improve student achievement. Activities of the school Advisory Council include preparing and evaluating the School Improvement Plan. Monthly meetings are held to ensure that strategies as written in the plan are implemented. Budget items are discussed and expenditures are directly related to allocation of appropriate staff materials and supplies for the operation of the school. When possible, EESAC members attend district workshops and review information

such as OPPAGA Progress Reports and information from the Bureau of School Improvement for best practices.

• Extended Learning Opportunities

Hialeah Middle School is currently implementing a before, during, and after-school tutorial program which focuses on student remediation in the areas of reading, writing, mathematics and science identified by benchmark areas requiring remediation. Tutoring is mandatory for all FCAT Level 1 and 2 students identified as not meeting proficiency according to the No Child Left Behind (NCLB) subgroups. Tutorial services will also be made available to students on Saturdays, ten (10) weeks prior to testing. The focus of the Saturday Academy will be to reinforce tested benchmarks on the upcoming March 2006 FCAT.

• School Wide Improvement Model

Hialeah Middle School utilizes the 8 step Continuous Improvement Model. This model provides for continuous monitoring of performance, addresses the achievement gap between all subgroups and supports data-decision making. The 8 step Continuous Improvement Model as implemented at Hialeah Middle School is as follows:

1. DATA DISAGGREGATION

Hialeah Middle School utilizes the School Performance Indicator (SPI) as a primary source of FCAT and academic student data. SPI is used to identify strong and weak objective areas, prioritize skills that need improvement and remediation, monitor trends in each core subject area and utilizes student scores to identify instructional groups.

2. TIMELINE DEVELOPMENT

Hialeah Middle School developed a scope and sequence for the four core subject areas based on the Sunshine State Standards.

3. INSTRUCTIONAL FOCUS

Hialeah Middle School's staff development plan will focus on integrating technology into the curriculum, making data-driven decisions and increasing the use of technology among instructional staff and students.

4. ASSESSMENT

All core subjects will administer pre-tests, progress, and posttests to students in each core subject. Bi-weekly assessments will be given on a continual basis to note improvement and/or remediation as well as quarterly assessments provided by the district.

5. TUTORIALS

Tutoring will target all FCAT Level 1 and 2 students in grades six, seven, and eight in reading, writing, and mathematics identified by benchmark areas requiring remediation. Tutoring will be structured whereby students are assigned to teachers by instructional strands. Areas of remediation will be reinforced during tutoring, which will be held before and after school Monday through Thursday and will also be available to students on Saturdays. Students in the lowest 25 percentile will be involved in small group instruction and pull-out groups. These students will receive additional instruction in Reading and Writing.

6. ENRICHMENT

High performing students will participate in a Scholar Academy where they will receive small group instruction focusing on critical thinking.

7. MAINTENANCE

As a part of the scope and sequence, there will be constant and continuous review of FCAT skills prior to the test. Administrators maintain a checklist for all subject areas on a quarterly basis to ensure that all teachers are on task during informal observations.

8. MONITORING

Informal and formal classroom visitations will be done by administrators and department chairpersons. There will be ongoing department and team meetings throughout the academic school year.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading achievement will improve for all of the No Child Left Behind (NCLB) subgroups.

Needs Assessment

Scores on the 2005 Florida Comprehensive Assessment Test (FCAT) Reading indicate that 42 percent of students in grades six through eight scored at or above FCAT achievement Level 3, a decrease of 1 percent when compared to the scores for the 2004 administration; 12 percent less than the desired 54 percent of the students in grades six through eight have met high standards; 31 percent of the African American subgroup scored at or above Level 3; 35 percent of the Hispanic subgroup scored at or above Level 3; 32 percent of the Economically Disadvantaged subgroup scored at or above Level 3; 12 percent of the Limited English Proficient (LEP) subgroup scored at or above Level 3; and 17 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 six through eight grade students according to grade level performance on the 2005 administration.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, while 48 percent of each subgroup identified in the NCLB requirements will score at the state mastery level.

Given instruction using the Sunshine State Standards (SSS), African American students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Hispanic students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient (LEP) students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) students will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading, fulfilling the NCLB requirement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Student Performance Indicators (SPI) and the Oral Reading Fluency (ORF) probes to target data-driven instruction, differentiated instruction, and progress monitoring.	Principal, Assistant Principal, Reading Leader, Reading Coach, Reading Teachers	08/08/05	05/24/06
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 a more rigorous reading requirement.	Principal, Assistant Principal, Reading Leader, Reading Coach	08/08/05	05/24/06
Develop a grade level scope and sequence curriculum timeline that includes the identification of benchmark clusters to be taught at each grade level based on the data collected.	Principal, Assistant Principal, Language Arts Department Chair	08/08/05	05/24/06
Identify the students in all subgroups at Achievement Level 1 or 2 for the FCAT-Reading	Principal, Assistant Principal, Language Arts Department Chair	08/08/05	05/24/06

as delineated in Adequate Yearly Progress (AYP) disaggregated data.			
Provide school wide usage of the program Success Maker which addresses the needs of all the subgroups.	Principal, Reading Leader, Reading Coach, Reading Teachers	08/08/05	05/24/06
Develop a calendar for the school-wide implementation of FCAT Explorer with grade level assigned passages for progress monitoring.	Principal, Assistant Principal, Reading Leader, Reading Coach, Reading Teachers, Language Arts Teachers	08/08/05	05/24/06
Provide small group tutoring before (Tuesdays and Thursdays from 7:20 - 8:20), during, and after (Tuesdays and Thursdays from 3:45 - 4:45) school hours and a Saturday Academy (10 Saturdays prior to the FCAT from 8:30 - 12:30) to review tested Reading SSS and Test-Taking Strategies by cluster to students scoring at Levels 1 or 2 on the FCAT, as well as a "Scholar Academy" for our high performing students. Students in tutoring will be assessed using a pre- and post-test to monitor academic progress.	Principal, Assistant Principal, Reading Leader, Reading Coach, Reading Teachers	08/08/05	05/24/06

Research-Based Programs

- * Read XL (Scholastic)
- * READ 180 (Scholastic computer software)
- * Literature (Prentice Hall)
- * Comprehensive Research-Based Reading Plan (District)
- * Accelerated Reader (computer software)
- * Rosetta Stone (Language Learning Success)
- * Success Maker (Pearson)
- * FCAT Explorer (District)

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
- * Success Maker
- * Oral Reading Fluency (ORF)
- * Diagnostic Assessments of Reading (DAR)

Evaluation

Students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students meeting high standards on the 2006 FCAT-Reading. Benchmark cluster assessments, STAR Reading Computer Adapted Software, READ 180, Rosetta Stone, FCAT Explorer, Oral Reading Fluency, Diagnostic Assessment of Reading, and SPI will provide formative data which will be used to monitor progress towards the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Mathematics achievement will improve for all of the No Child Left Behind (NCLB) subgroups.

Needs Assessment

Scores on the 2005 Florida Comprehensive Assessment Test (FCAT) Mathematics indicates that 46 percent of the students in grade six through eight scored at or above FCAT achievement Level 3, an increase of 1 percent when compared to scores of the 2004 administration; 8 percent less than the desired 54 percent of the students in grades six through eight have met high standards. In addition, the 2005 Adequate Progress (AYP) mathematics data indicate that the following subgroups: Economically Disadvantaged, African-American, 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 Algebraic Thinking and Measurement to all sixth through eighth grade students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their mathematics skills as evidenced by 54 percent of the students meeting high standards on the 2006 FCAT-Mathematics, while 50 percent of each subgroup identified in the NCLB requirements will score at the state mastery level.

Given instruction using the Sunshine State Standards (SSS), African-American students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Hispanic students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged (ED) students will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent of the students meeting high standards on the 2006 FCAT-Mathematics, fulfilling the NCLB requirement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use hands-on-activity projects, pictures, diagrams, and concrete materials, abstract complex information, manipulative to explore and provide alternative ways (i.e., CRISS strategies) to learn mathematics.	Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06
Identify and target standard curriculum students who scored at or above Achievement Level 3 in mathematics in each of the NCLB subgroups for enrollment in Advanced Academics courses with more rigorous mathematics requirements.	Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06
Develop and administer quizzes and alternate assessments, such as biweekly exams at each grade level to assess mastery of the SSS in mathematics.	Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06

Identify the students in all subgroups or Achievement Level 1 and 2 of the FCAT Mathematics subtest as delineated in Adequate Yearly Progress (AYP) disaggregated data.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06
Utilize Student Performance Indicators (SPI) and Edusoft databases to target data-driven instruction for students.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06
Implement the school's scope and sequence in mathematics including course specific benchmarks, as well as state adopted textbook and supplementary materials.	Principal, Assistant Principal, Mathematics Department Chairperson	08/08/05	05/24/06
Incorporate real world problems/activities in mathematics lessons that will prepare students for the work/school to career transition.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06
Utilize computer based activities incorporating the use of manipulative, problem solving, critical thinking, communication, and technology models or practice skills to represent mathematics concepts.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06
Include parental involvement in building mathematics skills for their child through Math Family Night, parenting booklets and home learning assignments that require parental assistance.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06
Provide small group tutoring in mathematics for students scoring Level 1 and 2 on the FCAT before (Mondays and Wednesdays from 7:20 - 8:20), during, and after (Mondays and Wednesdays from 3:45 - 4:45) school hours including each subgroup identified in the NCLB requirements. Students in tutoring will be assessed using a pre- and post-test to monitor academic progress.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/08/05	05/24/06

Research-Based Programs

- * Glencoe Mathematics Series
- * District's Comprehensive Math and Science Plan

Professional Development

- * Creating Reading Independence through Student Owned Strategies (CRISS)
- * FCAT Explorer
- * Best Practices
- * Assess2Learn
- * Riverdeep
- * Edusoft
- * Student Performance Indicators (SPI)
- * PowerPoint

Evaluation

Students in grades six through eight will improve their mathematics skills as evidenced by 54 percent of the students meeting high standards on the 2006 FCAT-Mathematics. Bi-weekly and mid-year assessments, Edusoft, 8-Step Continuous Improvement Model, and SPI will provide formative assessments which will be used to monitor progress towards this objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing achievement will improve for all the No Child Left Behind (NCLB) subgroups.

Needs Assessment

Scores on the 2005 FCAT Writing subtest indicate that 80 percent of students in grade eight scored at or above FCAT state mastery level of 3.5, a decrease of 5 percent when compared to the scores of the 2004 administration. Assessment indicates a need for improvement, since 20 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	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their writing performance skills as evidenced by 90 percent of the students meeting high standards on the 2006 FCAT-Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement writing across the curriculum.	Assistant Principal, Language Arts Teachers	08/08/05	05/24/06
Develop quarterly writing assessments, pretest/posttest, and school wide FCAT Writing simulations to assess mastery of the SSS.	Assistant Principal, Language Arts Teachers	08/08/05	05/24/06
Develop a writing scope and sequence program for grades six through eight designed to promote and assess student writing skill development in all subgroups of the NCLB.	Assistant Principal, Language Arts Teacher	08/08/05	05/24/06
Utilize Student Performance Indicators (SPI) databases to target data-driven instruction for students.	Principal, Assistant Principal, Language Arts Department Chairperson, Language Arts Teachers	08/08/05	05/24/06
Implement literacy events such as the Author's Tea and other writing contests that allow students to be recognized for their efforts and be exposed to different forms of writing.	Principal, Assistant Principal, Language Arts Teachers	08/08/05	05/24/06
Identify and target standard curriculum students who scored at or above Achievement Level 3 in writing in each of the NCLB subgroups for enrollment in advanced academics courses with a more rigorous writing requirement.	Principal, Assistant Principal, Language Arts Teachers	08/08/05	05/24/06

Research-Based Programs

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

Professional Development

- * Creating Reading Independence through Student Owned Strategies (CRISS)
- * Writing Best Practices
- * Wild About Words
- * Writing Rubrics Trainings

Evaluation

Eighth grade students will improve their writing performance as evidenced by 90 percent of the students meeting high standards on the 2006 FCAT-Writing.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science achievement will improve for all of the subgroups in grade eight, keeping in alignment with the No Child Left Behind (NCLB) criteria.

Needs Assessment

Scores on the 2005 Florida Comprehensive Assessment Test (FCAT) Science indicate the mean scale score of 251 was 21 points below the district's mean scale score of 272. The mean points earned on the Science subtest strands indicated a decrease in mean scale score in the areas of Earth Space Science, Scientific Thinking and Physical and Chemical Science, when compared to scores from the 2005 administration. However, students in grade 8 improved slightly in Physical and Chemical Sciences, and Living and Environmental Sciences.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by meeting or exceeding the district's mean scale score on the 2006 FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote and infuse reading and writing activities into the science curriculum utilizing the Daily Science Reinforcers.	Assistant Principal, Science Teachers, Reading Teachers	08/08/05	05/24/06
Identify and target those students who score at or below Achievement Level 2 in reading and/or mathematics in each of the NCLB subgroups.	Principal, Assistant Principal, Reading and Mathematics Teachers	08/08/05	05/24/06
Utilize Student Performance Indicator and Edusoft databases to target data-driven instruction for students.	Principal, Assistant Principal, Science Teachers	08/08/05	05/24/06
Implement Science Scope and Sequence and quarterly assessments in addition to the Sunshine State Standards for all grade levels.	Principal, Assistant Principal, Science Teachers	08/08/05	05/24/06
Implement Creating Reading Independence through Student Owned Strategies (CRISS) strategies in weekly lesson plans.	Principal, Assistant Principal, Science Teachers	08/08/05	05/24/06

Research-Based Programs

- * Science Voyages Series-Glencoe
- * Miami-Dade County Public Schools Comprehensive Science and Mathematics Plan
- * Competency Based Curriculum
- * Sunshine State Standards
- * Scope and Sequence.

Professional Development

- * Creating Reading Independence through Student Owned Strategies (CRISS)
- * Riverdeep
- * FCAT Science Instruction and Strategies
- * Edusoft
- * Student Performance Indicator (SPI)

Evaluation

Students in grade eight will improve their science skills as evidenced by meeting or exceeding the district's mean scale score on the 2006 FCAT-Science. Bi-weekly and quarterly assessments, SPI and Edusoft will provide quantitative data.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Hialeah Middle School will increase parental involvement in school activities.

Needs Assessment

The 2004-2005 School Climate Survey indicates that parents have a favorable opinion of Hialeah Middle School as indicated in the overall grade of "B" that was given to the school. Furthermore, parents believe that effective teaching methods are being implemented in the instructional classrooms. However, the lack of parental involvement at meetings during the 2004-2005 school year, as evidenced by an average attendance of 20 parents per meeting, indicates a need for programs that target parental concerns and issues facing the middle school child.

Measurable Objective

Given an emphasis on parental involvement, parental participation at meetings during the 2005-2006 school year will increase by 10 percent as evidenced by sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement school events which will attract parents such as Author's Tea, PTSA workshops, Open House, and Family Nights.	Principal, Assistant Principal, Department Chairs	08/08/05	05/24/06
Issue "Home Learning" passes as an incentive to students whose parent attends PTSA meetings.	Principal, Assistant Principal, Department Chair	08/08/05	05/24/06
Communicate information through flyers, announcements, parent newsletter, school's website, and marquee.	Principal, Assistant Principal	08/08/05	05/24/06
Offer PTSA meetings at various times to accomodate parents' schedules.	Principal, Assistant Principal, PTSA Board	08/08/05	05/24/06
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops and printed information.	Assistant Principal, Department Chairs	08/08/05	05/24/06

Research-Based Programs

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

Professional Development

* Workshop for promoting a customer-friendly environment
 * 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 will be utilized to document parental participation and involvement to include workshop attendance rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Hialeah Middle School will decrease the percentage of students who are placed on outdoor suspension.

Needs Assessment

An Information Technology System (ITS) generated report indicates that 9.6 percent of our student population was placed on outdoor suspension during the 2004-2005 school year. This percentage indicates a need for alternate discipline measures.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 2 percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase parental involvement in issues pertaining to student discipline.	Principal, Assistant Principal	08/08/05	05/24/06
Provide alternate discipline strategies in lieu of outdoor suspension.	Principal, Assistant Principal, Counselors	08/08/05	05/24/06
Provide mediation through grade level counselors.	Principal, Assistant Principal, Counselors	08/08/05	05/24/06
Counsel students experiencing similar difficulties.	Principal, Assistant Principal, Counselors	08/08/05	05/24/06
Provide referrals to outside counseling agencies.	Principal, Assistant Principal, Counselors	08/08/05	05/24/06

Research-Based Programs

* Assertive Discipline by Lee Canter

Professional Development

- * Classroom management workshops
- * School-wide action plan for discipline

Evaluation

The percentage of students on outdoor suspension during the 2005-2006 school year will decrease by two percent as evidenced by an ITS generated report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Hialeah Middle School will increase the percentage of students using FCAT Explorer during the 2005-2006 school year.

Needs Assessment

Based on the usage data obtained from the FCAT Explorer, students at Hialeah Middle School were making insufficient usage of the FCAT Explorer program during the 2004-2005 school year as evidenced by 30 percent of the student population logging on to the program.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their use of the FCAT Explorer Program by 40 percent as evidenced by the usage report through FCAT Explorer.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze FCAT results to drive instruction.	Principal, Assistant Principal, Language Arts Department Chair	08/08/05	05/24/06
Utilize data from FCAT Explorer to predict areas of remediation.	Principal, Assistant Principal, Language Arts Teachers	08/08/05	05/24/06
Analyze FCAT Explorer results for pull-out groups.	Principal, Assistant Principal, Language Arts Teacher	08/08/05	05/24/06
Utilize FCAT Explorer during tutorial services for progress monitoring of Achievement Levels 1 and 2 students. (Tuesdays and Wednesdays from 3:45 to 4:45)	Principal, Assistant Principal, Tutors	08/08/05	05/24/06
Monitor monthly assessments of FCAT benchmarks through the use of departmental calendars.	Principal, Assistant Principal, Language Arts Teachers	08/08/05	05/24/06

Research-Based Programs

* FCAT Explorer

Professional Development

* FCAT Explorer

Evaluation

An FCAT Explorer usage report will demonstrate a 40 percent increase in the use of the program.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Hialeah Middle School will implement strategies to increase the number of students passing the FITNESSGRAM.

Needs Assessment

The 2004-2005 Physical Fitness test summary indicates that 48% of the students participating in the FITNESSGRAM received 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 running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal, Assistant Principal, Physical Education Department Chair	08/08/05	05/24/06
Students will participate in a wide variety of physical activities to develop and maintain fitness.	Principal, Assistant Principal, Physical Education Teacher	08/08/05	05/19/06
Motivate students to set long-term objectives and plan their own personal fitness programs.	Principal, Assistant Principal, Physical Education Teacher	08/08/05	05/19/06
Administer a pre-test to determine baseline measures.	Principal, Assistant Principal, Physical Education Teacher	08/08/05	05/24/06
Use an after-school fitness challenge to improve scores.	Principal, Assistant Principal, Physical Education Teacher	08/08/05	05/24/06

Research-Based Programs

* FITNESSGRAM

Professional Development

* Health and Fitness Workshop

Evaluation

The 2005-2006 Physical Fitness test summary will indicate a 50 percent increase in the number of students passing the FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Hialeah Middle School will increase student enrollment in the Advanced Academics program by 10 percent.

Needs Assessment

Based on the 2004-2005 enrollment data, 20 percent of the student population was enrolled in Advanced Academics courses. This indicates a need to increase the number of students identified as meeting the criteria for participation in these courses.

Measurable Objective

Given emphasis on the benefits of participating in the Advanced Academics program, the number of students enrolled will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	08/08/05	05/24/06
Incorporate career-oriented materials in the gifted classes so students may explore the school-to-career transition.	Assistant Principal, Advanced Academics Teachers, Career Specialist	08/08/05	05/24/06
Review and analyze the 2004-2005 reading and mathematics FCAT norm referenced scores to determine those students who scored in the 98th and 99th percentile.	Principal, Assistant Principal, Counselors	08/08/05	05/24/06
Encourage teachers to utilize the gifted student nomination form for students who exhibit outstanding academic performance.	Assistant Principal, Teachers	08/08/05	05/24/06
Inform parents via flyers, team meetings and the curriculum bulletin of advanced academics classes.	Principal, Assistant Principal, Department Chairpersons, Team Leaders, Community Involvement Specialist	08/08/05	05/24/06
Encourage students through the articulation process to consider placement in Advanced Academics courses.	Principal, Assistant Principal, Teachers, Counselors	08/08/05	05/24/06

Research-Based Programs

- * Math Application and Concept - 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 10 percent increase in student enrollment in the Advanced Academics program.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Hialeah Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Hialeah Middle School ranked at 52nd percentile on the State of Florida ROI index.

Measurable Objective

Hialeah Middle School will improve its ranking on the State of Florida ROI index publication from 52 percentile in 2003 to 55 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Principal, Assistant Principal	08/08/05	05/24/06
Review the shared use of facilities, partnering with community agencies.	Principal, Assistant Principal	08/08/05	05/24/06
Review the reconfiguration of existing resources or taking advantage of a broader resource base.	Principal, Assistant Principal	08/08/05	05/24/06

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
- * Success Maker
- * Oral Reading Fluency (ORF)
- * Diagnostic Assessments of Reading (DAR)
- * Assess2Learn
- * Riverdeep
- * Edusoft
- * PowerPoint
- * FCAT Science Instruction and Strategies

Evaluation

On the next State of Florida ROI index publication, Hialeah Middle School will show progress toward reaching the 55th percentile goal.

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:

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 and the information be disseminated to appropriate staff. District and Regional Center personnel are available for on-site development to continue to enhance skills and ensure quality instruction.

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. Additional books will be ordered as necessary. Materials that support Sunshine State Standards (SSS) are purchased. Computer software is available. 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. The QZAB project has made an impact on the number of additional computers this school has purchased. Software is continuously purchased and upgraded.

Staffing:

The EESAC recommended that classes are taught by certified instructional personnel. Sixth period supplements are offered, if available, to reduce class size in core academic areas.

Student Support Services:

The EESAC recommended purchasing the third counselor position utilizing Title I funds since the student/counselor ratio was increased. The Trust Counselor and Career Specialist along with the three grade level counselors comprise the Student Services Department.

Other Matters of Resource Allocation:

The EESAC recommended that monies be allocated for before and after school tutoring, and a Saturday Academy to help remediate students whose scores in reading and mathematics are Level 1 and 2. The EESAC recommended supplementary 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 pre-test, post-test, and mid-year review of student achievement in acquiring benchmark skills in preparation for the FCAT. All staff members are familiar with the objectives and incorporate the strategies into 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.

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

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

Required Signatures:

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