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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6241 - Highland Oaks Middle School

*FeederPattern:* Dr. Michael M. Krop Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Sally Alayon

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Highland Oaks Middle School*

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Highland Oaks Middle School is located in a diverse and evolving urban community where a variety of cultures and nationalities come together to experience the excitement and challenge of those blending cultures. Our school services 2,301 students and their parents in grades 6-8 in the regular education program, special education program, and gifted program.

We take pride in our multicultural diversity where 39 percent of our students are Hispanic, 27 percent are African American, 30 percent are White, and 4 percent are Asian.

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

The faculty, staff, parents, and community of Highland Oaks Middle School have carefully examined a wide-range of disaggregated data in preparation of the development of the 2005-2006 School Improvement Plan. Most significant in this review were student academic and demographic profiles, strengths, and weaknesses of the curricular implementation of the 2004-2005 School Improvement Plan.

Given instruction based on the Sunshine State Standards all students in grades six, seven, and eight will improve their reading skills as evidenced by a five percentage point increase from 57 percent on the 2005 Test to 62 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards all Limited English Proficiency (LEP) students in grades six, seven, and eight will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades six, seven, and eight will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards all students in grades six, seven, and eight will improve their Mathematics skills as evidenced by five percentage points from the 63 percent on the 2005 Test to 68 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards all African American students in grades six, seven, and eight will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades

six, seven, and eight will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 90 percent of students reaching the state required mastery level of 3.5 or above.

Given instruction using Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score from 286 to 291 as documented by the 2006 FCAT Science Test.

Given the district-wide emphasis on parental and community involvement in the school system, a five percent increase will be demonstrated in parental and community interaction with the school as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years. The number of hourly parental volunteer entries in 2004-2005 was 1,650 hours and will increase to 1,733 for the 2005-2006 school year.

Given instruction utilizing the Code of Student Conduct to emphasize a safe and orderly learning environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year. Outdoor Suspension rate for 2005-2006 will decrease from 291 to 262.

Given an emphasis on the use of technology in education, faculty and students will increase the usage of technology in the classrooms as evidenced by a ten percentage point increase as determined from a site authored pre and post survey. A site-authored pre-test was administered with results showing an overall school average of 2.03 from a scale of 0-3 on the pre-test to 2.25 score on the post-test using the same scale when administered in May 2006.

Given instruction based on M-DCPS Competency Based Curriculum in Physical Education and Health related fitness, students in grades 6-8 physical education classes will increase the number of annual awards as evidenced by 52 percent of the students achieving minimum fitness standards in the 2005-2006 President's Challenge Health Fitness Test as compared to 49 percent of the students in 2004-2005.

Given emphasis on the benefits of participating in vocational and fine arts programs, the percentage of students participating in after school clubs and extra curricular activities will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Highland Oaks Middle School will improve its ranking on the State of Florida ROI index publication from the 89 percentile in 2003 to the 90 percentile on the next publication of the index.

Highland Oaks Middle School continues to reach for excellence by identifying areas for improvement based on the results of the Organizational Performance Improvement Snapshot Survey. One of the opportunities for improvement relates to the overall process management within the school. Opportunities for improvement indicate that there is a need to provide readily available information regarding the quality and evaluation of performances through school based programs and initiatives. A second area for improvement relates to strategic planning. An opportunity for

improvement indicates that seeking greater input from staff in regards to ideas for the future is necessary.

## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## Highland Oaks Middle School

### VISION

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

### MISSION

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

## CORE VALUES

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

## *School Demographics*

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Highland Oaks Middle School consistently reaches for excellence. The school is recognized because of its outstanding reputation in academic achievement, safe school environment, exceptional faculty and staff, and strong parental involvement. The school serves grades six, seven, and eight and is located in northeast Miami-Dade County. Additionally, the school serves a diverse population within an urban multicultural community with 2,301 students composed of 905 Hispanic, 700 White Non-Hispanic, 612 Black Non-Hispanic, and 84 Asian/Indian/Multiracial. The school serves 182 Exceptional Student Education students and has a Gifted Program consisting of 317 students. The administrative team has an average of 15 years in the Miami Dade County Public School System and is cognizant with the school's needs and student achievement trends within the school site. All instructional staff at the school site are certified. Student-to-teacher ratios meet state requirements. Currently Highland Oaks Middle School employs 126 teachers, of which 49 are male 77 are female teachers. Fifty faculty members have Masters degrees, 10 have Specialist degrees, 5 have Doctoral degrees, 1 nationally board certified teacher, and 5 are beginning teachers. The ethnic composition of the staff is as follows: 65 percent white, 27 percent black non-Hispanic, and 8 percent Hispanic. Highland Oaks Middle School serves a diverse student population and offers many services to meet the needs of the community. The population in the surrounding community has increased greatly with the addition of many single-family housing developments, as well as, multi-family developments. The impact of this growth has created many challenges for Highland Oaks Middle School, notwithstanding, the creation of an addition, Highland Oaks Middle School West, opening in January 2006. Highland Oaks Middle School has been privileged to be awarded several recognitions: Title 3 Grant, United Way Student Campaign award, numerous extra curricular club and sports awards, a Performance Based Pay Policy between UTD and M-DCPS linking teacher pay to performance of student learning gains, and Florida State Performance Pay recognizing Highland Oaks Middle School as an "A" school. Additionally, the implementation of bi-lingual tutoring programs, after school enrichment classes, and the Miami-Dade Public Library System tutorials will continue to provide guidance and assistance to our students, parents, and teachers in reaching the highest of academic standards.

# *School Foundation*

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## ***Leadership:***

Results from the 2005 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 1 entitled "School Leadership" was 4.4. Positive remarks were made in regards to knowing the organization's mission, the supervisor's values, the sharing of information, and the importance of information. Overall results displayed high in regards to a positive working environment and the daily operations of the school. An opportunity for improvement indicates that seeking greater input from staff is necessary.

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

Results from the 2005 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 2 entitled "Strategic Planning" was 4.0. Positive remarks were made in regards to understanding data that pertains to student achievement and overall school initiatives. In addition, staff feels that each knows the importance of their role in achieving the school wide goals. Staff members are cognizant of the school's goals and objectives. An opportunity for improvement indicates that seeking greater input from staff in regards to ideas for the future is necessary.

## ***Stakeholder Engagement:***

Results from the 2005 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 3 entitled "Customer and Market Focus" was 4.2. Positive remarks were made in regards to knowing the most important customers, keeping in touch with them, and knowing what they need and want. An opportunity for improvement indicates that greater feedback is needed to review their level of satisfaction with our organization.

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

Results from the 2005 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 5 entitled "Human Resource Focus" was 4.3. Positive remarks indicate that there are opportunities for monitoring and modifying daily functions; and collaborative spirit amongst co-workers is apparent. The teaming philosophy and small learning communities are utilized to maintain a positive working environment. Opportunities are available for the continuous improvement of staff morale.

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

Results from the 2005 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 4 entitled "Measurement, Analysis, and Knowledge Management" was 4.4. Positive remarks indicate that data driven instruction is readily accessible and disaggregated data is utilized to formulate differentiated instruction. An opportunity for improvement in the area of how information is disseminated in our school is needed via in-service opportunities.

## ***Education Design:***

Results from the 2005 Organization Performance Improvement Snapshot self-assessment survey indicate that an



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

***Performance Results:***

Results from the 2005 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for section 6 entitled "Process Management" was 4.1. Positive remarks indicate that the processes in which work is completed and evaluated is satisfactory. Opportunities for improvement indicate that there is a need to provide readily available information regarding the quality and evaluation of performances through school based programs and initiatives.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

All students at Highland Oaks Middle School will be able to read on or above grade level and increase their learning gains during the 2005-2006 school year and become literate members of society.

### **Needs Assessment**

Scores on the 2005 FCAT Reading Test indicate that 57 percent of students in grades 6-8 have scored at or above FCAT Level 3, a decrease of one percentage point over scores of the 2004 administration. Therefore, 43 percent of students in grades 6-8 are not meeting FCAT Level 3 or above. Scores on the 2005 Reading Test indicate that 41 percent of students in grade 6 are scoring below FCAT Level 3 in reading, 44 percent of students in grade 7 are scoring below FCAT Level 3 in reading, and 59 percent of students in grade 8 are scoring below FCAT Level 3 in reading. In addition, 25 percent of students in grades 6-8 scoring in the lowest 25 percentile did not make learning gains in reading. This is documented by a decrease of 14 percentage points over scores of the 2004 administration. Scores on the 2005 Reading Test indicate that 69 percent of Limited English Proficiency (LEP) students in grades 6-8 are scoring below FCAT Level 3 in reading. Scores on the 2005 Reading Test indicate that 88 percent of Students With Disabilities (SWD) in grades 6-8 are scoring below FCAT Level 3 in reading. In grades 6-8, continued emphasis will be placed on the Sunshine State Benchmarks that focus on words and phrases, main idea, author's purpose, comparison, and reference and research.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards all students in grades six, seven, and eight will improve their reading skills as evidenced by a five percentage point increase from 57 percent on the 2005 Test to 62 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards all Limited English Proficiency (LEP) students in grades six, seven, and eight will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades six, seven, and eight will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide structured reading pull-out tutoring program to Level 3 students who previously scored at Levels 1 and 2.	Reading Specialist, Reading Department Chairperson, Reading Pull-out Teachers	08/08/05	05/26/06
Create a school-based Literacy Leadership Team.	Principal, Assistant Principal, Reading Specialist, Reading Department Chairperson	8/8/2005	5/26/2006
Utilize all IEP accommodations and provide training for ESE teachers on reading instruction.	ESE Program Specialist, ESE Teachers, Reading Specialist, Reading Department Chairperson	08/08/05	05/26/06
Utilize all data (PMRN, SPI, FCAT, formative assessments, summative assessments) to differentiate instruction.	Principal, Assistant Principal, Reading Specialist, Reading Department Chairperson	08/08/05	05/26/06
Promote and monitor after school reading tutorial labs four days per week	Principal, Assistant Principal, Reading Specialist,	08/08/05	05/26/06
Encourage the use of foreign language tutors for LEP students both during school hours as a pull-out program, as well as, after school and Saturday tutoring.	Counselors, ESOL Department Chairperson, ESOL Teachers	08/08/05	05/26/06
Enroll all Level 1 and 2 students in an Intensive Reading or Intensive Reading Plus class.	Grade Level Assistant Principal, Grade Level Counselors, Reading Specialist, Department Chairperson	08/10/05	5/26/2006
Monitor the progress on all Level 1 and 2 students using the Oral Reading Fluency Measure.	Principal, Assistant Principal, Counselor, Reading Specialist, Reading Department Chairperson	8/8/2005	05/26/06
Use hands-on activities, manipulatives, or	ESE Program Specialist, Reading	08/08/05	05/26/06

diagrams to provide alternate means of instruction, use books on tape or other audio versions of materials, highlight important aspects of the text (visual learning), and encourage the use of sticky-notes especially for SWD and all other students not meeting AYP.	Specialist, ESOL Department Chairpersons, all Department Chairpersons, Teachers		
Encourage curriculum instruction in classrooms to emphasize CRISS strategies such as note cards, selective underlining, and graphic organizers for students who did not meet AYP.	Reading Specialist, Department Chairpersons	08/08/05	05/26/06
Organize school-wide reading programs and contests to promote the enjoyment of reading (Club Read, Extreme Reading Week, Library Media Week, Scholastic Book Fair, Jumping for George, etc.).	Media Specialist, Reading Specialist, Reading Department Chairperson	08/08/05	05/26/06
Promote the acquisition of the Reading Endorsement Certification for all teachers.	Principal, Assistant Principal, Reading Specialist	08/08/05	05/26/06
Offer professional development to all teachers relating to reading strategies, programs, and assessments, which will also focus on students not meeting AYP requirements.	Principal, Assistant Principal, Reading Specialist, ESE Program Specialist, ESOL Department Chairperson, Reading Department Chairperson	08/08/05	05/26/06
Create and build classroom libraries for each classroom.	Reading Specialist, Reading Department Chairperson, Teachers	08/08/05	05/26/06
Implement LEP Language Lab utilizing Compass Learning software.	ESOL Assistant Principal, ESOL Department Chairperson, Reading Department Chairperson, Reading Specialist, ESOL Teachers	08/08/05	05/26/06

## **Research-Based Programs**

Scholastic Read XL, Scholastic Read 180, Reading Advantage Intervention Materials, Differentiated Instruction, Quick Reads, FCAT Explorer, Accelerated Reader

## **Professional Development**

Attend District and State In-services and Workshops, Weekly Department meetings, Oral Reading Fluency Workshop, 8-step Continuous Improvement Model (CIM), Progress Monitoring Reporting Network (PMRN) Training, Quarterly Reading Coaches Meetings, Instructional Framework training, Sunshine State Standards Reading Benchmarks, CRISS strategies, Differentiated Instruction training.

## **Evaluation**

Final results from 2006 Florida Comprehensive Assessment Test (FCAT) Reading, District approved assessments, STAR Reading assessments, and Diagnostic Assessment of Reading (DAR), and Oral Reading Fluency Measure will be used in conjunction with in-house assessments. Administer a complete FCAT simulation prior to the administration of the 2006 FCAT and disaggregate data ESE teacher generated evaluation which can include oral assessments, Woodcock Johnson revised iii, Kaufman Test of Educational Achievement.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

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

### ***Needs Assessment***

Scores of the 2005 FCAT Mathematics Test indicate that 63 percent of students in grades 6-8 have scored at or above FCAT Achievement Level 3, an increase of 3 percentage points over scores of the 2004 administration; however, 37 percent of students in grades 6-8 are scoring below FCAT Achievement Level 3. Scores on the 2005 Mathematics Test indicate that 46 percent of students in grade 6 are scoring below FCAT Level 3 in mathematics, 41 percent of students in grade 7 are scoring below FCAT Level 3 in mathematics, and 40 percent of students in grade 8 are scoring below FCAT Level 3 in mathematics. In addition, 71 percent of students in grades 6-8 have demonstrated acceptable learning gains in mathematics, an increase of 8 percent over scores of the 2004 administration; therefore, 29 percent of students in grade 6-8 are not demonstrating acceptable levels of learning gains in mathematics. Scores of the 2005 FCAT Mathematics Test indicate that 7 percent of the African American students in grades 6-8 are scoring below Level 3. Scores of the 2005 FCAT Mathematics Test indicate that 37 percent of the Students With Disabilities (SWD) in grades 6-8 are scoring below Level 3. In grades 6-8 more emphasis will be placed on benchmarks that focus on number sense, measurement, geometry, algebraic thinking, and data analysis and probability.

NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction based on the Sunshine State Standards all students in grades six, seven, and eight will improve their Mathematics skills as evidenced by five percentage points from the 63 percent on the 2005 Test to 68 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards all African American students in grades six, seven, and eight will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards all Students with Disabilities (SWD) in grades six, seven, and eight will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide tutoring services that use specific ESE strategies to target students in Levels 1 and 2.	Math Specialist, Math Department Chairperson, ESE Program Specialist, ESE Teachers	08/08/05	05/26/06
Provide scope and sequence instruction in grades 6-8 focusing on the five mathematics clusters by content administered in the FCAT Mathematics Test.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/08/05	05/26/06
Promote professional development activities available through Region, District, and Teacher Education Center.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/08/05	05/26/06
Encourage teachers to receive gifted certification through college level courses or Teacher Education Center (TEC), and/or complete state certification in Mathematics.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/08/05	05/26/06
Utilize all IEP accommodations and provide training for ESE teachers on Mathematics instruction.	ESE Program Specialist, ESE Teachers Math Specialist, Math Department Chairperson	08/08/05	05/26/06
Continue the mathematics pull-out tutoring program and ESOL tutoring program for Mathematics.	Assistant Principal, Math Specialist, Math Department Chairperson, Teachers	08/08/05	05/26/06
Utilize Student Services Department and teachers to identify students eligible for advanced and honor level courses and make recommendations for proper placement into these courses.	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/08/05	05/26/06

Promote and monitor after school mathematics tutorial labs four days per week.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson	08/08/05	05/26/06
Enroll students into an Intensive Mathematics elective class.	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors	08/08/05	05/26/06
Enroll the identified students in pull-out tutoring program, after school tutoring program, Math Lab, and Saturday FCAT workshops.	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/08/05	05/26/06
Identify the students in all subgroups scoring at Level 1 or Level 2 on the FCAT Mathematics Test as delineated in AYP disaggregated data.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors	08/08/05	05/26/06
Identify students not mastering specific content clusters on the FCAT Mathematics Test according to Student Performance Indicators.	Principal, Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/08/05	05/26/06
Analyze mathematics diagnostic tests to assure proper placement of students according to FCAT achievement levels.	Math Specialist, Math Department Chairperson, Grade Level Counselors	08/08/05	05/26/06
Promote Math Madness Week consisting of activities and contests at the school and district levels. Participate in math competitions in local, district, and state levels.	Math Specialist, Math Department Chairperson	08/08/05	05/26/06
Utilize technology based instruction such as STAR Math, Riverdeep, FCAT Explorer, and other district approved programs.	Assistant Principal, Math Specialist, Math Department Chairperson, Grade Level Counselors, and Teachers	08/08/05	05/26/06

## **Research-Based Programs**

Mathematics textbooks: McDougall Littell, Glencoe, Prentice Hall, Key Curriculum, and STAR Math to diagnose, remediate, enrich, and monitor student achievement in Mathematics.

## **Professional Development**

8-Step Continuous Improvement Model (CIM), Data driven decision making, STAR Mathematics assessment, Scope and Sequence, Sunshine State Standards(SSS), Benchmarks, Lesson Planning, Best Practices through District and other internet web-sites, FCAT Explorer, Riverdeep, Inclusion Model, ESOL Strategies, Creating Independence through Student owned Strategies(CRISS), Weekly Department meetings, Differentiated Instruction Methods.

## **Evaluation**

Results from the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics, District approved assessments, STAR Mathematics assessments, in-house Mathematics diagnostic tests - Glencoe, Prentice Hall, McDougall Littell, Key Curriculum. Administer a complete FCAT simulation prior to the administration of the 2006 FCAT and disaggregate the data, and K-TEA for ESE students.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

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

### **Needs Assessment**

Scores on the 2005 FCAT Writing Assessment indicate that the combined writing score was 3.7. This is a .2 decrease from the 2004 result of 3.9. Scores on the 2005 FCAT Writing assessment indicate that 81 percent of the students met high standards in writing. Seventy-eight percent of 8th grade students scored a 3.5 or above in expository writing and 76 percent scored a 3.5 or above in persuasive. Students will continue to enhance their writing skills both in expository and persuasive writing. Limited English Proficiency (LEP) and Students With Disabilities (SWD) need to increase their writing standards as evidenced by 90 percent scoring at AYP. Highland Oaks Middle School will continue to implement Writing Across the Curriculum and model the FCAT style writing prompts in all assessments given to students. Students will continue practicing writing extended responses to content based questions and will continue practicing writing skills encompassed in the elements of focus, organization, support, and conventions.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 90 percent of students reaching the state required mastery level of 3.5 or above.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate the use of a pull-out tutor in Language Arts classes that will enable students to increase writing scores.	Language Arts Teachers, Tutor	08/08/05	05/26/06
Model writing prompts to include short and extended response questions on all mid-term and final exams.	Language Arts teachers	08/08/05	05/26/06
Continue to participate in writing contests throughout the district and state.	Principal, Assistant Principal, Language Arts Department Chairperson	08/08/05	05/26/06
Utilize writing rubric in order to increase students' ability to write highly proficient essays in advanced academic courses.	Language Arts Teachers	08/08/05	05/26/06
Monitor and assess pre, progress, and post test writing results per grade level.	Principal, Assistant Principal, Language Arts Department Chairperson	08/08/05	05/26/06
Incorporate the use of CRISS, ESE, and ESOL strategies to allow students visualization of work.	Language Arts Teachers	08/08/05	05/26/06
Continue to offer a Writing Lab that stresses the importance of good writing habits throughout the curriculum.	Assistant Principal, Counselors, Teachers, Tutors	08/08/05	05/26/06
Continue to implement Writing Across the Curriculum strategies throughout all departments.	Principal, Assistant Principal, all teachers	08/08/05	05/26/06

### Research-Based Programs

Utilize curriculum framework materials provided by the District and McDougall Littell,

## **Professional Development**

Training will be provided in the following: Writing Across the Curriculum, Writing Strategies, FCAT Writing, and Holistic Scoring, and Language Arts Department mini-workshops to emphasize FCAT Writing and Rubric scoring.

## **Evaluation**

Scores of the 2006 FCAT Writing Test will provide data necessary to see gains. Monitor student achievement through the use of writing portfolios and district approved writing prompts. Utilize data provided from an in-house pre, progress, and post FCAT Writing prompt tests.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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:***

All students in grades 6-8 will be able to apply scientific method and increase their scientific knowledge.

### ***Needs Assessment***

Scores on the 2005 FCAT Science Test indicate a mean scale score of 286 remained the same when compared to the 2004 FCAT Science Test. Scores on the 2005 FCAT Science Test indicate that we surpassed the district mean scale score of 272 and did not meet the state scale score of 291. According to total points possible by content, special emphasis will be placed on physical and chemical science, earth and space science, life and environmental science, and scientific thinking.



## Measurable Objective

Given instruction using Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score from 286 to 291 as documented by the 2006 FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Meet with Science Department weekly to discuss, analyze, and monitor academic progress of students.	Science Department Chairperson	08/08/05	05/26/06
Provide professional development for teachers that focus on Science Benchmarks that foster new ideas for teaching science.	Principal, Assistant Principal, Science Department Chairperson,	08/08/05	05/26/06
Increase the use of process skills through group work in writing, technology, and inquiry-based activities in science.	Science Teachers	08/08/05	05/26/06
Provide Scope and Sequence instruction in grade 6-8 focusing on the five science clusters by content administered on the FCAT Science Test.	Principal, Assistant Principal, Science Department Chairperson	08/08/05	05/26/06
Provide group tutoring and home learning opportunities focusing on tested benchmarks.	Science Teachers	08/08/05	05/26/06
Promote student membership and involvement in the Science Club, SECME, GEO Club, Robotics Club, and Annual Science Fair.	Science Department Chairperson, Science Teachers, Counselors	08/08/05	05/26/06
Conduct hands-on laboratory activities using inquiry-based thinking skills.	Science Teachers	08/08/05	05/26/06
Increase the instructional time spent on identified benchmarks and monitor assessments for comprehension.	Principal, Assistant Principal, Science Department Chairperson, Science Teachers	08/08/05	05/26/06

## Research-Based Programs

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

## **Professional Development**

Training will be provided in the following: Scope and Sequence, Comprehensive science focus lessons, District workshops, CRISS strategies, laboratory preparation, and 8 step Continuous Improvement model (CIM).

## **Evaluation**

Scores from the 2006 FCAT Science mean scale scores will evaluate performance in science. Additionally, scores from an in-house pre, progress, and post test will provide formative assessments that will be used to monitor progress towards the objectives.

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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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:**

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

**Needs Assessment**

Studies indicate that new parents should be targeted to increase parental involvement and raise student achievement. Highland Oaks Middle School will continue to implement innovative activities for before, during, and after school opportunities for parents to become involved in their child's education. Family involvement refers to activities families engage in to support their children's education (Drake, 2000). When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement (Caplan, 2000). As Blazer (2005) points out, research shows that "meaningful family involvement is a powerful predictor of high student achievement. Students attain more educational success when schools and families work together to motivate, socialize, and educate students (Caplan, 2000). Students whose families are involved in their education typically receive higher grades and test scores, complete more homework, have better attendance, and exhibit more positive attitudes and behaviors. Children of involved families also graduate at higher rates and are more likely to enroll in postsecondary education programs (Riggins-Newby, 2004; Norton, 2003; Caplan, 2000; Binkley et al., 1998; Funkhouse and Gonzalez, 1997). Henderson (1987) found that the academic benefits gained from family involvement with elementary school students continued through the middle and senior high school levels. Furthermore, studies have observed these positive outcomes regardless of students' ethnic or racial background or socioeconomic status, noting that students at risk of

failure have the most to gain when schools involve families (Caplan, 2000; Funkhouse and Gonzalez, 1997; Henderson, 1987).” (p. 1). Additional programs include the MDCPS Parent Academy and the Collins Research Center.

## Measurable Objective

Given the district-wide emphasis on parental and community involvement in the school system, a five percent increase will be demonstrated in parental and community interaction with the school as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years. The number of hourly parental volunteer entries in 2004-2005 was 1,650 hours and will increase to 1,733 for the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to promote PTA through flyers, meetings, and school website.	Principal, PTA President	08/08/05	05/26/06
Continue to provide parent workshops that focus on ESOL (LEP) students with District personnel once a month.	ESOL Assistant Principal, ESOL Department Chairperson	08/08/05	05/26/06
Provide a network of parents in the school and community as representatives to collaborate projects and events.	Principal, Career Specialist, PTA President	08/08/05	05/26/06
Continue to provide opportunities that attract local, state, and national corporations to host workshops at school site.	Principal, Career Specialist,	08/08/05	05/26/06
Promote evening activities to showcase student achievement and promote parental involvement.	Principal, Teachers	08/08/05	05/26/06
Offer school to career events that focus on local participation.	Career Speicalist	08/08/05	05/26/06
Promote student participation in local and state competitions that increase community involvement and awareness.	Principal, Teachers	08/08/05	05/26/06
Continue to attend community activities that incorporate liasions of both school site and parental involvement.	Principal, Career Specialist	08/08/05	05/26/06
Institute a plan to maximize opportunities for parents to assist with school's curricular and social activities.	Principal, Assistant Principal, Activities Director	08/08/05	05/26/06

## Research-Based Programs

Not Applicable

## **Professional Development**

In-services and workshops both in-house and district wide to promote continued parental and community involvement will be pursued.

## **Evaluation**

A compilation of data based on school volunteer logs will be disaggregated to determine if additional parental involvement has occurred during the 2005-2006 school year as compared to the 2004-2005 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

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

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

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

### ***Needs Assessment***

Outdoor suspension data for the past two years indicate an upward trend in the number of suspensions given. The number of outdoor suspensions has increased from 231 outdoor suspensions in the 2003-2004 school year with a student population of 2518 to 291 outdoor suspensions in the 2004-05 school year with a student population of 2557.

This is an increase of 60 suspensions. Given this data, Highland Oaks will decrease the number of outdoor suspensions for the 2005-2006 school year by 10 percent. Research indicates that a comprehensive, systemic discipline plan administered consistently school-wide and monitored on a biweekly basis has proven to increase student academic performance as well as reduce the number of reported deviant incidents (Memphis City School Blue Ribbon Behavior Initiative, May 16, 2005).

## Measurable Objective

Given instruction utilizing the Code of Student Conduct to emphasize a safe and orderly learning environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year. Outdoor Suspension rate for 2005-2006 will decrease from 291 to 262.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly Discipline Committee meetings to monitor and modify Discipline Plan as needed.	Assistant Principal and school's Discipline Committee	08/08/05	05/26/06
Continue to review and administer the 2005-06 School-wide Discipline Plan.	All classroom teachers and school administrators	08/08/05	05/26/06
Analyze the number of outdoor suspensions to determine source and alignment to Discipline Plan.	Principal, Assistant Principals	08/08/05	05/26/06
Develop and administer a modified approach to addressing student discipline via teams.	Assistant Principal and Team Leaders	08/08/05	05/26/06
Conduct bi-monthly Team Leader meetings to review school-wide student discipline data and to identify additional effective intervention strategies.	Assistant Principal and Team Leaders	08/08/05	05/26/06
Conduct weekly administrative meetings in order to review outdoor suspension data for the purposes of identifying additional effective intervention strategies.	Principal and Assistant Principals	08/08/05	05/26/06
Conduct student assemblies to review Code of Student Conduct and emphasize expectations.	Principal, Assistant Principal, Counselors	08/08/05	05/26/06
Provide positive incentives and rewards programs for students who follow the School-wide Discipline Plan.	Principal, Assistant Principals, Team Leaders, Counselors	08/08/05	05/26/06
Continue to implement a school-wide Anti-Bullying Program.	Principal, Assistant Principal, Counselors	08/08/05	05/26/06

## Research-Based Programs

Not Applicable



## **Professional Development**

Team leaders under the direction of the Assistant Principal responsible for Team initiatives will ensure consistent implementation of the 2005-06 School-wide Discipline Plan, as well as, the Team discipline process. In addition, classroom management workshops will be provided for new teachers, in addition to, viewing Dr. Harry Wong's videos on effective classroom management. Moreover, as part of the school's Learning Community, "Best Practices", sessions will be conducted to identify classroom management strategies that can be duplicated by teachers.

## **Evaluation**

The school's Discipline Committee, as well as, the school's administration will monitor the ITS Report monthly. Outdoor suspension data reported school-wide will be kept monthly and presented at both the mid-year and end-of-the-year meetings.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

### **GOAL 7 STATEMENT:**

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

### ***Needs Assessment***

During the month of October, a site authored technology survey will be administered to measure the skill level of stakeholders at Highland Oaks Middle School to identify training needs. The survey will establish a baseline on how stakeholders rate on their ability to utilize technology from 0 to 3 (poor = 0, fair =1, good = 2, and excellent = 3). During the month of May, a post survey will be conducted to measure the impact of professional development and classroom utilization. Research indicates that professional development that follows a mentoring/coaching model, driven by effective needs assessment facilitates a greater understanding and recalling of content knowledge. The mentor's involvement is temporary and planned to drop away as the novice teacher develops skill and confidence (FNO.ORG From Now On The Educational Technology Journal, Vol 10, No 6, March 2001, How Teachers Learn Technology Best, By Jamie McKenzie).

## Measurable Objective

Given an emphasis on the use of technology in education, faculty and students will increase the usage of technology in the classrooms as evidenced by a ten percentage point increase as determined from a site authored pre and post survey. A site-authored pre-test was administered with results showing an overall school average of 2.03 from a scale of 0-3 on the pre-test to 2.25 score on the post-test using the same scale when administered in May 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify staff to attend State and District-wide technology conferences.	Principal, Assistant Principal, Administrative Assistant, Technology Specialist	08/08/05	05/26/06
Conduct a site generated technology survey to determine skill level of personnel and identify training topics.	Assistant Principal, Administrative Assistant, Technology Specialist	10/03/05	10/31/2005
Develop an extended technology plan that targets teacher and student training needs, as well as, assesses equipment needs.	Principal, Assistant Principal, Administrative Assistant, and Technology Committee	08/08/05	05/26/06
Conduct quarterly technology workshops.	Assistant Principal, Administrative Assistant, Technology Specialist, Teachers	08/08/05	05/26/06
Identify technology coaches, mentors, and cadres in order to pair with teachers in need of growth.	Principal, Assistant Principal, Administrative Assistant	08/08/05	05/26/06
Conduct a post survey to measure the impact of trainings offered.	Assistant Principal, Administrative Assistant, Technology Specialist, Teachers	5/1/2006	05/26/06
Conduct monthly technology meetings to gather feedback on the needs of the school.	Assistant Principal, Administrative Assistant, Technology Specialist	08/08/05	05/26/06

## Research-Based Programs

Not Applicable

## **Professional Development**

The administrative team will disaggregate survey data to determine both instructional and non-instructional training needs. Professional development will be conducted on a quarterly basis by school faculty. Faculty will also attend State and District sponsored technology conferences.

## **Evaluation**

The post survey will serve as the evaluation instrument in determining the impact of technological advancement for all stakeholders.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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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 8 STATEMENT:**

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

**Needs Assessment**

To properly assess both student fitness performance and programmatic success, Highland Oaks Middle School will administer a pre and post test to determine student baseline measures. Student health-related fitness will be assessed through the implementation of the President's Challenge Health Fitness Test program. Using the 2004-2005 President's Challenge Health Fitness Test data, scores indicate that 1,629 students were administered the assessment, of which 322 students received a Gold rating and 475 received a Silver rating. This indicates a total of 797 students meeting the minimum health-related standards, thereby, demonstrating that 832 students are scoring below the minimum requirements on the President's Challenge Health Fitness Test. President's Challenge Health Fitness Test recognizes the basics and challenges of physical fitness. Boys and girls scoring at or above the 50th percentile on all five items on The President's Challenge are eligible to receive an award.

## Measurable Objective

Given instruction based on M-DCPS Competency Based Curriculum in Physical Education and Health related fitness, students in grades 6-8 physical education classes will increase the number of annual awards as evidenced by 52 percent of the students achieving minimum fitness standards in the 2005-2006 President's Challenge Health Fitness Test as compared to 49 percent of the students in 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop action plan for Highland Oaks Middle School's Physical Education Program to meet the goals and objectives needed.	Assistant Principal, Physical Education Department Chairperson, Physical Education Teachers	10/01/05	05/26/06
Continue to promote after-school athletic activities through Middle School Sports.	Principal, Assistant Principals, Physical Education Teachers	08/08/05	05/26/06
Continue to incorporate Highland Oaks Middle School Scholar Athlete Committee begun in 2000 to promote the partnership between athletics and scholastics in Middle School.	Principal, Physical Education Department Chairperson, Scholar Athlete Committee Chairperson	08/08/05	05/26/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis which emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Department Chairperson, Physical Education Teachers	08/08/05	05/26/06
Provide activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Department Chairperson, Physical Education Teachers	08/08/05	05/26/06
Administer a pre-test to determine baseline measures.	Physical Education Department Chairperson, Physical Education Teachers	08/08/05	10/31/2005
Monitor the physical education program to ensure that selected activities relate to assessment component items and will enhance specificity of training.	Principal, Assistant Principals	08/08/05	05/26/06

## Research-Based Programs

Not Applicable

## **Professional Development**

Attend district, state and national in-services and workshops that incorporate the newest strategies to produce maximum results from students in the areas of health and fitness.

## **Evaluation**

Data will be disaggregated from the 2005-2006 President's Challenge Health Fitness Test, and a copy of each student's results will be given to the student and/or parent and be placed in the student's portfolio.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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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 9 STATEMENT:***

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

### ***Needs Assessment***

The number of students enrolled in after school clubs and extra curricular activities that pertain to the fine arts and vocational programs was 172 students from the 2004-2005 school year. This will increase by ten percent for the 2005-2006 school year to 189 students. Studies indicate that students who are exposed to a variety of elective classes have a better preparation and understanding of the world and its culture. "The arts and other specials help foster a love of learning that often keeps many of our children interested in school and motivates them to continue learning into their adult lives. Meaningful middle school reform must focus on developing a healthy school environment where learning is developed through a blend of academic, creative, and social activities that all have increased literacy and problem solving requirements at their core." (12/16/03, Maria Asaro, Executive Vice-President of NYCATA/UFT, Testimony for Regents Hearings on Middle Schools).



## Measurable Objective

Given emphasis on the benefits of participating in vocational and fine arts programs, the percentage of students participating in after school clubs and extra curricular activities will increase by ten 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
Encourage student participation in local, state, and national contests.	Assistant Principal, Teachers, Club Sponsors	08/08/05	05/26/06
Continue to offer a variety of after school clubs and extra curricular activities as determined by student and parent input.	Principal, Assistant Principal, Student Services Department, parents, and students	08/08/05	05/26/06
Develop an action plan for the Fine Arts and Vocational Departments to assess the present program in order to enhance future curricular opportunities after school.	Assistant Principal, Department Chairpersons, Counselors, and Teachers	08/08/05	05/26/06
Ensure exposure during articulation and, thereby, knowledge of the variety of courses, after school clubs, and extra curricular activities offered by developing a comprehensive pamphlet.	Assistant Principal, Counselors, Teachers	11/14/2005	2/10/2006
Expand the number of field trip opportunities in elective classes, after school clubs, and extracurricular activities.	Assistant Principal, Teachers	08/08/05	05/26/06
Showcase the Fine Arts and Vocational opportunities available through after school clubs and extra curricular activities offered via Resource and Curriculum Fair, parental evenings, and displays in prominent areas of the school.	Principal, Assistant Principal, Counselors, Department Chairperson, Teachers	08/08/05	05/26/06
Continue to promote after-school clubs and activities that showcase the variety offered.	Assistant Principal, Counselors, and Teachers	08/08/05	05/26/06

## Research-Based Programs

Not Applicable

## **Professional Development**

Continue to attend in-services and workshops related to current elective courses to stay updated on current trends, as well as, relating to reading, writing, and mathematics across the curriculum.

## **Evaluation**

Results from attendance rosters in after school clubs and extra curricular activities pertaining to fine arts and vocational programs will demonstrate an increase in the number of students.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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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:**

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

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003 Highland Oaks Middle School ranked at the 89th percentile on the State of Florida ROI index. One of Florida's goals is to deliver quality efficient services within the education system. The State Board of Education adopted the strategic imperative of aligning financial resources with performance expectations as the method for accomplishing quality efficient services...This ROI website allows its users to evaluate measures of performance in relation to the resources allocated to the individual schools. (Raising Student Achievement: Florida's Compelling Evidence submitted to the Department of Education 2005(<http://web.fldoe.org/eds/ROI/>))

## Measurable Objective

Highland Oaks Middle School will improve its ranking on the State of Florida ROI index publication from the 89 percentile in 2003 to the 90 percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	08/08/05	05/26/06
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	08/08/05	05/26/06
Consider reconfiguration of existing resources or take advantage of a broader resource base such as private foundations or volunteer networks.	Principal	08/08/05	05/26/06
Consider shared use of facilities, partnering with community agencies.	Principal	08/08/05	05/26/06

### Research-Based Programs

Not applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Highland Oaks Middle School will show progress toward reaching the 90 percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC Committee selects a Budget Committee to determine the needs of the school in order to establish the spending and disbursement of discretionary funds. EESAC currently receives ten dollars per un-weighted FTE student from the Educational Enhancement Trust Fund. This money is earmarked for programs and materials as deemed beneficial to the overall improvement of the school.

### ***Training:***

The EESAC Committee reviews staff needs assessments to determine a professional development schedule.

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

The EESAC Committee, along with the Budget Committee, analyzes the specific needs of the school as determined by each department in regards to the purchase of instructional materials and makes recommendations for purchasing based on priority.

### ***Technology:***

The EESAC Committee, in alignment with our school's Technology Committee, meet regularly to assess the current needs of the school with the view of maintaining and updating school technology.

### ***Staffing:***

The EESAC Committee reviews open positions in the school and makes recommendations to the administration based on school's needs for staff positions.

### ***Student Support Services:***

The EESAC Committee works in conjunction with the Student Services to monitor, support, and provide input and assistance where needed with regards to academic selections.

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

The EESAC Committee reviews current budget allocations and makes recommendations based on the overall needs of the school.

***Benchmarking:***

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

***School Safety & Discipline:***

The EESAC Committee, in conjunction with the School Safety Committee, Discipline Committee, and Uniform Committee, collaborate to enhance school safety, as well as, promote good discipline at the school site.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*