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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6411 - Horace Mann Middle School

*FeederPattern:* Miami Edison Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Carol Wright

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Horace Mann Middle School*

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Horace Mann Middle is located in the village of El Portal. We are approximately one mile east of the Interstate 95 exit and half a mile south of Miami Shores. Horace Mann Middle has been in existence since 1948. The overall campus is situated on 16.5 acres of beautiful landscape. The school is considered one of Miami-Dade County's best kept secrets. The immediate neighborhood is comprised of residential homes which average over a quarter of a million dollars. Our student population of approximately 1,050 students, consists of grades six through eight. The majority of our students are of Haitian descent. Many of our parents have little education and the language barrier can cause a break in communication. In addition, parental involvement is sporadic as parents are adjusting to the new educational system. The staff at Horace Mann Middle will focus on organizational ideas and resources to help the community. In addition, the staff will also focus on student attendance by implementing a school-wide attendance policy that will reward good attendance at the end of every nine weeks.

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanics students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Level I Students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanics students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of All Students with Disabilities scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Level I students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of all grade eight students scoring at FCAT Writing Achievement Level 4.0 or higher will increase to 84 percent on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score on the 2006 administration of the FCAT Science Test.

Given school wide focus on parental involvement, parents attending related school-sponsored activities will increase by five percentage points based on 2004-2005 parental attendance rosters.

Given an emphasis on providing a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor/indoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on infusing the use of technology across the curriculum, more technology funding will be sought to provide support and enhanced access to internet availability in the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction using the Sunshine State Standards, the percentage of Physical Education students will increase three percentage points or higher on the 2005-2006 administration of the Physical Fitness Test (FITNESSGRAM) as compared to the 2004-2005 school year.

In order to enhance our seventh and eighth grade students' reading and writing skills, we will implement daily an eighth period literacy focused block using Learning Express, Classroom Inc, and Soar to Success.

Learning Express consists of 8th grade-appropriate writing assessments modeled on the FCAT writing tests. Students will use Learning Express technology and class time will be used wisely to draft essays and learn about the writing process. This program teaches children step-by-step the intricate process of writing, turning them into confident, skilled writers. Our students will move from questioning the value of education to understanding the power of being a literate adult. Apathy about school will turn into a desire to learn.

Students will make the switch from receiving information to using knowledge to solve complex problems

Horace Mann Middle will improve its ranking on the State of Florida ROI index publication from the 15 percentile in 2003 to the 37 percentile on the next publication of the index.

Comparison of the average score category from the organizational improvement snapshot survey indicated that two

categories were deficient (REF: 1g-My organization asks me what I think and; 7c-I know how well my organization is doing financially). To foster improvement in these areas, the administrative staff will seek to provide more collaborative opportunities for faculty and staff empowerment in all facets of school site operations. Additionally, the principal will provide mini staff development discussions regarding the school's operating budget.

## 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.

## Horace Mann Middle School

### VISION

We are committed to creating a safe, nurturing and disciplined learning environment for all students that establishes a foundation for lifelong learners.

### MISSION

We provide a challenging student-centered curriculum with quality instruction for all students and a safe haven which fosters a productive learning environment.

## CORE VALUES

### EXCELLENCE

We are in a constant quest for high quality academics and organizational performance.

### INTEGRITY

We pursue the highest standards of integrity through trust, fairness, honesty, respect, legitimacy as an essential part of the students' educational experience, which impacts the general well being of family and staff.

### EQUITY

We promote an atmosphere that serves all of its student populations in an effort to extinguish achievement gaps.

### CITIZENSHIP

The administration, faculty and staff are dedicated to assisting each student in his/her journey toward becoming productive members of the global community and accepting the rights and responsibilities of citizenship.

## *School Demographics*

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Horace Mann Middle School, unique in its small, hometown ambiance within the confines of a metropolis, is located in the heart of Miami-Dade County. Horace Mann Middle was built in 1948. The original building is continuously under repair due to antiquated electrical, plumbing, and cooling systems. In 2003, a new wing was added with sixteen additional classrooms. Horace Mann Middle School is designated as a Title I school due to the low socio-economic background of its students. The composition of student population is 79 percent Black, 18 percent Hispanic, 2 percent White, and 2 percent Other. Ninety-two percent of the student population is eligible for free or reduced lunch meals. Nine percent of our students are Limited English Proficient (LEP) of which 40 are Level 1, 28 are Level 2, 24 are Level 3, and 34 are Level 4. Twenty one percent of our students are enrolled in Exceptional Student Education (ESE) classes of which 18 are Educably Mentally Handicapped, 10 are Speech Impaired, 37 are Emotionally Handicapped, 98 are Specific Learning Disability, and 74 are Gifted. The students' mobility rate is 29, and the daily student attendance average is 94.9 percent. We take pride in our multicultural diversity. Each of our school based leaders has had success in improving student achievement. All members of the instructional staff are certified and qualified. The demographics of our current instructional staff are as follows: 46 basic full-time teachers, 12 ESE teachers, 2 ESOL teachers. Of these 60 instructional staff members, 60 percent are female, 40 percent male, 43 percent Black, 22 percent Hispanic, 30 percent White, and 4 percent Asian/American Indian. There are also 2 counselors, 1 media specialist. Thirty percent of the staff possess advanced degrees. This includes 19 master's degrees, 8 specialist's degrees, and 1 doctorate degree. The school offers a computer magnet program, as well as other specialized programs including ESE, ESOL and several vocational programs. Additionally, the Middle Enrichment After-School All Stars and Concerned African Women programs provide after school tutorials, counseling, and enrichment services for our students. The Florida Diagnostic Learning Resource System (FLDRS) is also housed on our campus. The school also provides a parent resource center for information and special training on a monthly basis in the parents' home language.



# *School Foundation*

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## ***Leadership:***

Horace Mann Middle utilizes a collaborative system of leadership that involves all stakeholders. Professional growth opportunities are encouraged and provided on a weekly basis in order to allow our staff to achieve their highest potential. Horace Mann Middle encourages new ideas and innovations as evidenced by the implementation of the School Improvement Zone and secondary (middle school) reform initiatives. The leaders provide numerous professional development activities to promote and encourage implementation of research-based instructional strategies throughout the school-wide instructional program. All stakeholders are provided the opportunity for input to maximize a quality education.

Horace Mann Middle utilizes the teaming concept in creating small learning communities to foster collaboration between and among teachers and students. Collaborative teacher planning is an ongoing process which allows teachers to further develop and share ideas. Furthermore, teachers have the opportunity to meet with parents and discuss pertinent issues.

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

Utilizing the School Improvement Zone organizational structure, professional development is provided to teachers and appropriate staff during the extended professional development day. Trainings include implementation of the Continuous Improvement Model; the core Mathematics, Reading, Writing and Science intervention programs; and assessments used at the middle school level. The School Improvement Zone Curriculum Support Specialists and school-site leaders provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction, Creating Independence through Student-owned Strategies (CRISS), and Reciprocal Teaching Strategies. New teachers will continue to receive training throughout their first year. All teachers are trained in the use of Edusoft testing and data analysis software. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

## ***Stakeholder Engagement:***

Horace Mann Middle is committed to promoting shared responsibility between the parents and the educators to achieve high academic student performance. Through Title I funds, the Community Involvement Specialist (CIS) serves as a bridge between home and school. Parents are encouraged to visit the school and to participate in the school's volunteer program. They are also invited to become active members of the Parent-Teacher-Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) where they can take on a more proactive role towards working collaboratively with the school. In addition, a Parent Center is available at school and, monthly workshops are provided for parents in English, Spanish and Creole. This is coordinated by the Assistant Principal for administration, Community Involvement Specialist, and assistance of parents. Parents have received information regarding public school choice and/or supplemental educational services in all three languages.

The Educational Excellence School Advisory Council (EESAC) at Horace Mann Middle works diligently with faculty, staff and the community leaders to foster professional collaboration that supports the school's vision and mission. This is done through monthly meetings every third Wednesday of the month where the progress of SIP

goals are analyzed, by reviewing budget, training, instructional materials, technology, staffing, student support services, school safety, discipline and other matters of resource allocation, and benchmarking. Available resources are discussed in detail and recommendations are made through voting procedures.

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

Horace Mann Middle employs a total of 94 full-time and 23 part-time staff members. The full time staff includes one principal and two assistant principals, 46 regular classroom teachers, 12 ESE teachers, 2 ESOL teachers, 2 counselors, 1 media specialist, 2 computer specialists, 8 paraprofessionals, 7 clerical, 12 custodial service workers, and 2 full time cafeteria managers. Of the teaching staff, 13.8 percent are new to the school and, on average, teachers have 11 years of teaching experience in Florida.

Horace Mann Middle's Teacher Mentoring Program ascribes to the policies and procedures set forth by the District PACES manual. In the beginning of the school year, new teachers are identified and scheduled to participate in both District and site-sponsored orientation. Beginning teachers are provided with a Professional Growth Team (PGT) to further assist with procedural guidelines and instructional best practices. In addition, the Reading Coaches, Department Chairpersons, District Support Specialist and the Assistant Principals will provide mentoring to all teachers, focusing on how to develop, plan, and implement the instructional program based upon the students' needs as evidenced the disaggregation and analysis of student test data.

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

The school analyzes academic data and FCAT test scores to identify strengths and weaknesses in tested benchmarks. Teachers utilize the SPI program which details students' strengths and weaknesses to develop goals and objectives that encompass all students' needs. Teachers will administer assessments to identify mastery and non-mastery students for all identified benchmarks. Tutorials will be provided in specific target areas to the non-mastery students. Materials are also provided for ongoing maintenance and reteaching. The administration will monitor the tutorial program on an ongoing basis to make sure that it is implemented correctly.

### ***Education Design:***

There are six interdisciplinary teams. These teams share the same group of students as well as a common planning period. Attendance is monitored through our Dean of Discipline. School-wide attendance is rewarded on a weekly basis. Classes with the highest attendance record receive a reward at the end of the marking period. Through teaming and Student-Teacher Progression, attendance rates and academic achievements have improved, while suspension rates have decreased.

Horace Mann Middle have a total of ten computer laboratories which serve as additional resources to students, staff, community members, as well as region and district personnel.

### ***Performance Results:***

For the 2005-2006 school year, Horace Mann Middle will continue to emphasize Academic, Attitude and Attendance (AAA). Our goal is to reduce disruptive behavior while increasing attendance and parental involvement.

We believe through cooperation of all stakeholders, we can surpass our goals.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

Manresa, Mario, Shariff Medeira and Henry, Carolyn, Hechler, Robin DeGraff, Bell, Lisa -Reading will implement all reading programs in 7 and 8 grade for all level one students. Bosstick-Roig, Bernadette-Reading Coach, Morton, Media Specialist, English will provide support to our staff and students in the area of reading.

Beaubrum Harry-221419 Mathematics 5-9/ Damas Djana -172909 Mathematics 5-9/ Lalane Vilbrum- 134482 Mathematics 5-9/ Rennalls Patricia -153802 Mathematics 6-12/Wiltshire Zena-174090 Mathematics 5-9, Gifted Endorsement, Mathematics 5-9/ Davis Theresa-064702 EMH K-12, ESE/ Gibson Tracy-218323, Emotionally Handicap/ Jackson Samuela-170458 Elementary Education 1-6, ESE Mathematics, ESOL Endorsement,ESE K-12/ Reid Isabel- 260178 Mathematics 5-9/ Rodney Nolalee-270100 Emotionally Handicap/ Rutledge, Evelyn 172937 ESOL, EMK K-12/ Washington-Dean,Gayle- 183635 Educational Leadership/ Webb Edna-099183, Mathematics 5-9/Williams, Regina-1544400 Mathematics 5-9, Gifted Endorsement, Elementary Education, Business Education/ Harrison, Andy-230808 Mathematics 5-9, Educational Leadership.

Morgan, Amy-166345-General Science 5-9-Physical Education 6-12-Physical Education K-8-Gifted-Middle Grades Endorsement-Health 6-12/ Newman, Lawrence-179148-Educational Leadership-General Science 5-9/ Vento, Romulo-195159-Biology 6-12-General Science/ Edwards, Sylvia-242467-ESE Varying Exceptionality/K-12 Peters, Kester-206442-Biology 6-12-General Science 6-12 - Gifted 6-12 - Chemistry 6-12-Biology 6-12-General Science 6-12 - Gifted 6-12 - Mathematics 6-12/ Figueroa, Martha- 247728 - Physical Science 6-12 - Mathematics 6-12/Physical Education k-12/ Lalanne,

## **• Highly Qualified, Certified Administrators:**

Carol Y. Wright, Principal

Ms. Wright has twenty-seven years of experience as an educator with the Miami-Dade County Public School System. She earned her certification in Educational Leadership from Nova Southeastern University. Additionally, Ms. Wright holds a Masters Degree in Biology from Clark-Atlanta University and a Bachelors Degree in Biology/Pre-Med from Bethune-Cookman College.

As a teacher, Ms. Wright taught 7th and 8th grade science at Glades Middle School, and all levels of biology and chemistry (regular, honors and Advanced Placement) at Homestead Senior High School. Additionally, she was the Science Department Chairperson for 9 years at Homestead Senior, and was recognized by her peers as Teacher of The Year in 1988 – 89, and Science Teacher of the Year in 1995. Ms. Wright also wrote and coordinated the implementation of Homestead Senior High's first Technology Incentive Grant Award in 1993 -1995, and served on the Region VI Grant Writing Team in 1997-1998 which successfully wrote the grant to implement magnet programs at Homestead Middle and Homestead Senior High Schools.

As an Assistant Principal, Ms. Wright has worked at Homestead Senior High and Felix Varela Senior High Schools. As Assistant Principal for Curriculum at Homestead Senior, Ms. Wright supervised the planning, development and implementation of the Aviation/Aerospace/Academy of Travel & Tourism Magnet Program. She also supervised the planning and preparation for the SACS Accreditation Self Study Process and Peer Review Visit. Ms. Wright was recognized by her peers as Assistant Principal of the Year for the Felix Varela Feeder Pattern in 2001 – 2002. While at Felix Varela Senior, Ms. Wright was also actively involved in the preparation for Varela's first SACS Accreditation Self Study, and supervised the continued development of the academy model overseeing the 7 academies, as well as supervising the ESOL, Science, and Visual Arts Academy. Ms. Wright also served on the Region VI Assistant Principals' Liaison Committee in 2003 – 2005. In preparation for the principalship, Ms. Wright

successfully completed the Executive Training Program, and also participated in the first class of the Superintendent's Urban Principal Initiative (SUPI) Program in Miami-Dade County. As a SUPI participant, Ms. Wright interned at Charles R. Drew Middle School for a nine-week period, and attended several professional development activities throughout the 2004 – 2005 school year, in preparation for a leadership role in an urban secondary setting. Ms. Wright continually seeks to advance her knowledge base in administration and stay abreast of current trends through attendance at various state and national conferences including, the Florida Committee Summer SACS Conferences (1999; 2000), the DOE/FAISA/FASA Curriculum, Instruction and Assessment Leadership Conference (2000; 2003), FETC (1994; 1995; 2004), FASCD Conference (2000), and the NASSP Convention and the National ASCD Conference (2005). Ms. Wright is currently an active member of ASCD, FASCD, NASSP, FASA and DASA.

Ms. Wright was appointed to her first principalship at Horace Mann Middle School in June, 2005. As the school's instructional leader, Ms. Wright's goal is to ensure continued academic success for all students through implementation of the School Improvement Zone initiatives.

#### Fitzgerald Cange, Assistant Principal

Fitzgerald Cange has been actively involved within Miami-Dade County Public Schools since August of 1991. He received a Bachelors degree in Speech-Language Pathology from Florida State University. He began his career as a tri-lingual Speech-Language Pathologist at Kelsey Pharr Elementary School. At the time, he was the only Haitian Creole pathologist in the entire school District. Mr.Cange worked diligently to serve ACCESS Center IV students in addition to serving the Haitian students throughout the District. He served as a liaison between the six different Region Centers to make sure that Haitian children were tested properly. He developed numerous forms and gave several in-services for monolingual speech pathologists on "How to diagnose Haitian students, The differences between the two cultures, How the Creole dialect can be misdiagnosed as a disorder in the English language, Why we are failing so many Haitian children, and What are the effects of training in articulation testing?" Mr.Cange received a Masters degree in Speech-Language Pathology from Nova Southeastern University in 1996. He received the very prestigious Student of the Year Award in research and development while attending Nova. Mr. Cange continued his career by receiving certification in Educational Leadership. He began his career as an Assistant Principal at Edison Park Elementary in the new millennium. He was summoned to Horace Mann Middle School to take on a greater challenge in 2001. He is the current administrator for our seventh and eighth grade students. He is the principal designee which involves the responsibility for numerous tasks (i.e., ESE Department, Itinerants, Fine Arts, Social Studies, Gifted,technology, property control, zone mechanics, custodian, 7th and 8th grade discipline, Teacher Internship Program, Parent- Volunteer Program, and Community Involvement Specialist) Mr. Cange has worked very hard in bridging the gap between the Haitian and American cultures and will continue to do so within the Miami-Dade County Public School System.

#### Benigna C. Montenegro, Assistant Principal

Mrs. Montenegro has been actively involved in promoting student achievement with Miami-Dade County Public Schools since 1986. She began as a Kindergarten-ESOL self-contained teacher at Santa Clara Elementary School where she worked for nine years.

While working with economically disadvantaged students, Mrs. Montenegro worked closely with the Title I Federal Grants Program and pursued her dedication for education while becoming an Educational Specialist for the Title I Region IV offices. For the following five years she assisted the critically low schools in Region IV. Mrs. Montenegro also headed the SPERC centers (Satellite Parent Educational Resource Centers) which allowed parents to check out computers on a home loan basis. Parents had the opportunity to learn the use of computers and at the same time assist their children with homework needs. Spearheading the PAC (Parent Advisory Council) meetings was another one of her educational achievements. She supervised over forty CIS (Community Involvement Specialists). These specialists worked closely with the individual school's needs and students' needs.

They served as a liaison between academics and attendance. Mrs. Montenegro held monthly region-wide meetings with parental involvement attendance as high as 300. Mrs. Montenegro's dedicated ability to work well with parents and students set her up for her next educational endeavor.

In 1998, she became the assistant principal at Phyllis Ruth Miller Elementary School. Mrs. Montenegro quickly learned the administrative details and established a school-wide discipline and attendance program. A curriculum program was also established to increase reading and writing scores. Parental involvement increased substantially and she attended all PTSA, as well as ABC meetings. After two years at Phyllis Ruth Miller Elementary she made a transition to the feeder pattern middle school. Presently Mrs. Montenegro is the Assistant Principal at Horace Mann Middle School. She has provided the students at HMMS with a smooth transition from the elementary to the middle school, allowing them to feel comfortable and welcomed. Among Mrs. Montenegro's responsibilities as the curriculum assistant principal, she oversees feeder pattern articulation, the ESOL and Title I program. She supervises all clerical and paraprofessional employees as well as the student services department. The attendance at HMMS has grown as part of the hard work from the attendance committee and the attendance program she established. Last year, as part of the Region CENTER IV Superintendent's request and example she developed the school's theme "All About Achievement" AAA, Academics, Attitude and Attendance. This years' motto is "Trojan Pride". No Child Left Behind and continued education is what is expected at Horace Mann. Data has been analyzed and reading, writing and mathematics programs will be monitored thoroughly to show the expected growth.

### **• Teacher Mentoring:**

Horace Mann Middle's ascribes a Teacher Mentoring Program to the policies and prodedures set forth by the District's Professional Assessment Comprehensive Evaluation System (PACES) manual. In the beginning of the school-year, new teachers are identified and scheduled to participate in both District and site-sponsored orientation. Beginning teachers are provided with a Professional Growth Team (PGT) to further assist with procedural guidelines and best instructional practices. The Reading Coaches, Department Chairpersons, District Support Specialist, and Assistant Principals provide mentoring to all teachers, focusing on how to analyze, develop and implement data based on students' needs.

### **• School Advisory Council:**

The Board of Directors of EESAC is composed of the principal, teachers, education support employees, students, parents, business and community members who are representative of the ethnic, racial, and economic community served by the school.

### **• Extended Learning Opportunities**

1. Horace Mann Middle provides before and after school tutorial programs Monday through Friday for students seeking additional assistance in reading, math, and science. Classworks is utilized in order to provide tutoring to all students after school. Language Arts tutoring is provided to students seeking additional assistance in the morning.
2. All students will participate in the extended day literacy program. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension.
3. Cognitive Tutor is being provided to enhance the algebra I program.
4. Students scoring at or above 3 on the 2005 FCAT in math and reading will receive an additional class in enrichment which will

focus on literacy.

### **• School Wide Improvement Model**

Horace Mann Middle will implement the Continuous Improvement Model(CIM). Teachers will analyze academic data and FCAT test scores to identify strengths and weaknesses in objective area, and develop goals and objectives with a time line that encompasses all areas based on the needs of the student. Teachers will administer assessments to identify mastery and non-mastery students. Tutorials will be provide in specific target areas to the non-mastery students. Materials are also provided for ongoing maintenance and reteaching. The administration will monitor the tutorial program on an ongoing basis to make sure that it is implemented correctly.

Schools will participate in Action Research, a process by which their school environment will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

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

**GOAL 1 STATEMENT:**

Increase reading performance of all students on the 2006 FCAT Reading Test.

**Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 32 percent of students have met the State required mastery level, 56 percent have made a year's worth of progress and 73 percent of struggling students have made a year's worth of progress. This is evidenced by 30 percent of sixth graders, 40 percent of seventh graders and 25 percent of eighth graders meeting high standards on the 2005 FCAT Reading Test. Further assessment of data from the FCAT SSS Content Cluster reveals scores of fifty-five percent on Words and Phrases, 48 percent on Main Idea, 47 percent on comparisons and forty-five percent on Reference and Research. The main area of concern is Reference and Research.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanics students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

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Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Level I Students scoring at FCAT Reading Achievement Level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule site and district-sponsored staff development on the following: (a) identifying and scheduling students for Advanced Academic classes; (b) data analysis and differentiated instruction for all assessments (c) enroll students reading on grade level in Language Arts Class using McDougal-Littel Language of Literature.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Utilize intervention programs during school and extended day for students reading below grade	Administrators, Language Arts Department Chairs, Language	08/01/05	05/26/06

level.	Arts/Reading Teachers		
Administer school developed monthly and district interim assessments aligned to the Sunshine State Standards tested benchmarks to implement a data management system (Edusoft) to score assessments. School Performance Indicator (SPI) and Snapshot are used to generate disaggregated data reports and redirect classroom instruction for placement of students in flexible tutorial groups.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Use the School Improvement Zone organizational structure to implement reading in the extended day and evaluate school developed biweekly assessments.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Utilize intervention programs by using READ 180 during school and extended day tutorials for students scoring at FCAT level 1 and level 2 reading	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Implement the Continuous Improvement Model.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Utilize Classroom Inc., Learning Express, Reading Plus and Accelerated Reader for students reading at fourth grade to one grade level below their current grade level.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Enroll all students scoring Level 1 on the FCAT Reading Test into intensive reading classes.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Use the disaggregated data from SPI to formulate Academic Improvement Plans (AIP) for all Level I and failing students.	Administrators, Reading Coaches, Reading/Language Arts Chairperson, Reading/Language Teachers	8/1/05	5/26/06
Utilize the Media Center to enhance the reading program by book circulation and reference and research.	Administrators, Media Specialist, Reading Coaches, Reading/Language Arts Chairperson, Reading/Language Arts Teachers	8/1/05	5/26/06
Identify and target students for remediation in all NCLB subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/01/05	5/26/06
Create the co-teaching inclusion model to service Students with Disabilities (SWD) as well as provide accommodations for varied learners.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading	8/01/05	5/26/06

## **Research-Based Programs**

Programs: McDougal-Littell Language of Literature, Scholastic READ 180, Scholastic READ XL, Reading Plus, Visions-Thompson/Heinle (ESOL), Soar to Success, Accelerated Reader.

## **Professional Development**

Professional development will be provided to teachers and appropriate staff during the extended professional development days. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, and Reading Plus. Professional development that will enable school-site administrators to support the school-wide literacy plan will be provided. Professional development on the Continuous Improvement Model (CIM) will also be provided. Professional development on the Transition Academy to fifth and sixth grade teachers will be provided in April 2006. The School Improvement Zone Curriculum Support Specialists and school-site reading coaches will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time. Professional development to instructional staff on Florida's Formula and in Reading's Big Five will be provided. Training will continue for teachers in reciprocal teaching and CRISS. There will be access training to the Student Performance Indicator (SPI) for all teachers. Conducting classroom sessions with students will enable them to see individualized data and to set academic goals for the year.

There will be training for teachers to align classroom instruction with tested FCAT Reading benchmarks and to use student achievement data to correlate the instructional process. New teachers will receive continuous professional development throughout the year. Teachers will be trained in the use of the Edusoft testing and data analysis software program. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

## **Evaluation**

Formative monthly and interim benchmark assessments will be administered to all students. For students reading below the fourth grade level (0.0-3.9), the Gates McGinitie assessment and the Oral Reading Fluency test will be used for screening and monitoring progress. The D.A.R. will be used for students who do not show adequate progress by November. Reading Standards Interim Assessments, READ 180 assessments, and writing assessments will be used to monitor progress. Interim FCAT practice assessments in reading will be administered to all students. The STAR reading test will be administered to determine student reading levels and to modify instruction. Students will also take the 2006 FCAT Reading Test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 2 STATEMENT:**

Increase mathematics performance of all students on the 2006 FCAT Mathematics Test.

### **Needs Assessment**

Results of the 2005 FCAT Mathematics Test indicate that 35 percent of students have met the State required mastery level and 64 percent have made a year's worth of progress. This is evidenced by grade level details which indicate that 28 percent of sixth graders, 36 percent of seventh graders and 41 percent of eighth graders met high standards on the FCAT mathematics test. This is further evidenced from Content Cluster Mathematics scores of 40 percent on Number Sense, 29 percent on Measurement, 40 percent on Geometry, 30 percent on Algebra and 43 percent on Data Analysis. Improvement data indicates that 34 percent of sixth graders, 73 percent of seventh graders and 82 percent of eighth graders made learning gains on the 2005 FCAT Mathematics Test. Further assessment of the data reveals that 65 percent of our students in grades six through eight have not met the high standards in Mathematics as measured by the 2005 FCAT Test. Areas of concern include Algebra in sixth grade (25 percent meeting HS), Measurement in seventh grade (22 percent meeting HS) and Geometry in eighth grade (25 percent meeting HS).

### NCLB SUBGROUP TARGET

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

## **Measurable Objective**

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanics students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Free and Reduced Lunch students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of All Students with Disabilities scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Level I students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 50 percent on the 2006 FCAT Mathematics Test.

## **Action Steps**

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Identify and schedule students for Advanced Academic classes	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Identify all level 1 students in grades six through eight and place them into intensive mathematics classes.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Provide weekly mathematics planning through the use of a curriculum map to support mathematics teachers.	Administrators, Mathematics Chairperson, Teachers	8/1/05	5/26/06
Provide weekly mathematics planning and instructional support for teachers with greatest needs.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Implement and monitor procedures to track subgroups' mathematics skills through the use of pre/post/progress tests and online assessments to ensure continuous improvement.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Implement monthly and quarterly interim assessments that are aligned to the Sunshine State Standards tested benchmarks.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Use the disaggregated data from SPI to formulate Academic Improvement Plans (AIP) for all Level I and failing students.	Administrators, Mathematics Chairperson, Mathematics Teachers	8/1/05	5/26/06
Utilize the Media Center to enhance the mathematics program book circulation and reference and research.	Administrators, Mathematics Chairperson, Mathematics Teacher	8/1/05	5/26/06
Utilize technology tools such as calculators and computers to enhance classroom instruction.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Utilize the School Improvement Zone organizational structure to implement Mathematics programs in the extended day/extended year component.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Provide and monitor teachers with in-service	Administrators, Mathematics	8/01/05	5/26/06

training in implementing technological resources across the mathematics curriculum.	Chairperson, Teachers		
Implement the 8-Step Continuous Improvement Model for School reform to increase mathematics achievement for all students.	Administrators, Mathematics Chairperson	8/1/2005	5/26/06
Analyze (SPI) data and utilize strengths and weaknesses of students, and implement programs to address the mathematics deficiencies. Each student will complete a worksheet that outlines their individual FCAT scores. The intent will be to focus on individual student empowerment and allow him/her to target areas of improvement in order to successfully raise their scores. A self investment!	Administrators, Mathematics Chairperson, Teachers	8/1/05	5/26/06
There will be continued implementation of an increased emphasis on CRISS strategies, test-taking skills, critical thinking strategies and utilization of school/county/state FCAT resources across the mathematics curriculum.	Administrators, Mathematics Chairperson, Teachers	8/1/05	5/26/06
Utilize the before and after school South Florida All-Stars tutorial program (extended day) to provide additional assistance to all students. Other extended day academic assistance will include Riverdeep and FCAT Explorer.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Use the School Improvement Zone organizational structure to implement mathematics remediation through the extended day program.	Administrators, Mathematics Chairperson, Teachers	8/01/05	5/26/06
Implement Cognitive Tutor to enhance the Algebra I program.	Administrators, Mathematics Chairperson, Algebra Teachers	8/1/05	5/26/06

## Research-Based Programs

River Deep, United Streaming, Alliance Plus, Intel Teach to the Future, and Cognitive Tutor.

## **Professional Development**

Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level. The School Improvement Zone Curriculum Support Specialists and school-site mathematics leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time. Provide professional development on the Continuous Improvement Model(CIM). Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2006. Provide professional development that will enable school-site administrators to support their school's mathematics plan. Continue to train all teachers in the use of Creating Independence through Student-owned Strategies (CRISS) intervention for mathematic teachers. Provide training to the Student Performance Indicator (SPI) to all teachers and conduct classroom sessions. New Teachers will continue to receive training throughout their first year. All teachers will be trained in the use of Edusoft. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation. Provide training to Algebra I teacher in the use of Cognitive Tutor.

## **Evaluation**

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative District Mathematics Standards interim assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials. This objective will be evaluated by scores on the 2006 FCAT Mathematics Test. District interim reports will provide formative assessment which will be used to monitor progress toward the objective. Monthly Assessments, Test-Tools, and Edusoft are also part of the evaluative process.



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

### **GOAL 3 STATEMENT:**

Increase the writing skills of all grade eight NCLB populations on the 2006 FCAT Writing Plus Test.

### **Needs Assessment**

Results of the 2005 FCAT Writing Test indicate that 67 percent of grade eight students have scored at 3.5 or higher. The data of the 2005 Mean Scale Score in Expository Writing indicate that eighth grade students scored 3.4 which is .3 points lower when compared to the District and .5 points lower when compared to the State. The data of the 2005 Mean Scale Score in Persuasive Writing indicates that eighth grade students scored 3.3 which is .3 points lower when compared to the District and .4 points lower when compared to the State. The data of the 2005 Mean Scale Score in Combined Writing indicates that eighth grade students scored 3.3 which is .4 points lower when compared to the District and .5 points lower when compared to the State. Although 67 percent of our students scored at a 3.5 or above, these scores has declined over the past 3 years. Students need continued practice in expository and persuasive writing in all content areas and opportunities to practice writing skills in the elements of focus, organization, 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all grade eight students scoring at FCAT Writing Achievement Level 4.0 or higher will increase to 84 percent on the 2006 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Florida's Middle Grades Rigorous Reading Requirement	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Provide coaching and mentoring with the implementation of the monthly prompts	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Utilize best practices and effective learning strategies, such as, CRISS Strategies, Graphic Organizers, One-sentence Summaries, Story Plans and Journals.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Practice writing to develop writing skills, understand holistic scoring, and timed writing.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Conduct staff development to support best practices techniques	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Incorporate writing skills as part of the remedial reading program.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06

Train teachers in the rubric scoring model to assist in grading writing assignments.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Implement tutorial programs through the South Florida All After School Stars Program.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Involve teachers in data driven decision-making by providing them with all available data. Disaggregate data and implement a program to address the writing deficiencies of students.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Use the School Improvement Zone organizational structure to implement writing through the extended day program.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Analyze data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/01/05	5/26/06
Use the disaggregated data from SPI to formulate Academic Improvement Plans (AIP) for all Level I and failing students.	Administrators, Reading Coaches, Reading/Language Department Chairperson, Reading/Language Arts Teachers	8/1/05	5/26/06
Utilize the Media Center to enhance the writing program by book circulation, reference and research and other media outlets.	Administrators, Reading/Language Chairperson, Reading Coach, Classroom Teachers.	8/1/05	5/26/06
Implement the Florida's Middle Grades Rigorous Reading Requirement	Administrators, Teachers	8/01/05	5/26/06

### **Research-Based Programs**

Rinehart & Winston, Elements of Literature, Hampton Brown High Point, and Pearson Intervention Programs.

## **Professional Development**

The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. On-going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning and early release days. Training teachers on the writing process and holistic scoring practices and monitoring implementation through classroom visitation will be provided. Mentoring and modeling of lessons will be provided for teachers. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

## **Evaluation**

Provide monthly assessments using District prompts to monitor students' progress. Administer the district writing assessment (Pre/Post test) to all students and adjust instruction according to identified needs. Conduct monthly writing assessment in Homeroom classes. This objective will be evaluated by scores on the 2006 FCAT Writing Plus Test.

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

**GOAL 4 STATEMENT:**

Increase science performance of all students on the 2006 FCAT Science Test.

**Needs Assessment**

Results of the 2005 FCAT Science Test indicate that grade eight students scored a 243 mean scale score which was 4 points lower than the previous year. The school scored 29 points below the district mean scale score of 272 and 48 points below the state mean scale score of 291. This reflects the need to increase students' knowledge through performance in order to be proficient on the 2006 FCAT Science Test.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District's Suggested Long Range Science Plans for middle school	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Utilize Science Testtools Software across the department to get statistical data analysis of students' strengths and weaknesses	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Utilize Scitech which is a standards-based, online science program that supports student achievement.	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Provide interdisciplinary team planning for grade 8 math and science teachers to facilitate articulation about best teaching practices.	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Use the disaggregated data from SPI to formulate Academic Improvement Plans (AIP) for all Level I and failing students.	Administrators, Science Chairperson, Science Teachers	8/1/05	5/26/06
Utilize the Media Center to enhance the science program by book circulation and reference and research.	Administrators, Science Chairperson, Science Teachers	8/1/05	5/26/06
Use the School Improvement Zone organizational structure to implement the intervention science program during the extended day/year.	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Utilize interim tests to target student weaknesses in specific science strands.	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Implement the Scope and Sequence designed by the District in conjunction with a curriculum map designed by the department.	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Identify and schedule students for Advanced Academic classes; employ data analysis for all assessments.	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Use the School Improvement Zone organizational structure to incorporate science programs within the extended year.	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06
Provide students with a minimum of two labs per week, hands on activities, research assignments,	Administrators, Science Department Chairperson, Science Teachers	8/01/05	5/26/06

and a Science Fair project to enhance content knowledge and FCAT-based skills per strand.	
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## **Research-Based Programs**

Testtools, River Deep, Science Voyages-Glencoe, Modern Earth Science-Holt Rinehart & Winston

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the middle school level. School Performance Indicators (SPI) and data analysis will be used in order to identify student weaknesses and strengths and to implement appropriate strategies to address weaknesses and enhance strengths. CRISS training for all teachers will continue. New teachers will receive continuous mentoring throughout their first year of teaching. Common time will be provided for teachers to plan, share best practices, mentor, and develop materials collaboratively. Teachers of the LEP students and Students With Disabilities will attend Science meetings, and they will be encouraged to attend workshops provided by the Division of Mathematics and Science. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

## **Evaluation**

Administer quarterly assessments provided by the District. School-wide quarterly tests, 8th grade Testtools performance reports, Scitech performance reports, Team feedback, PACES, and 2006 FCAT Science results.



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

### ***GOAL 5 STATEMENT:***

To increase effective communication between parents and school which will allow all students to perform at their highest potential.

### ***Needs Assessment***

An analysis of parental involvement at Horace Mann Middle School reveals low parental participation in academically related activities. In an effort to reduce this trend, the following needs have been identified: the need for Community Involvement Specialists to make recommendations and coordinate school sponsored activities for parents, the need for more parental workshops which are designed to assist parents in promoting literacy at home (i.e., Family Literacy), the need for student recognition of efforts to promote positive parental involvement.

## Measurable Objective

Given school wide focus on parental involvement, parents attending related school-sponsored activities will increase by five percentage points based on 2004-2005 parental attendance rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and implement workshops to empower parents to assist students with home learning activities.	Administrators, Social Worker, Reading Coach, Community Involvement Specialist	8/1/05	5/26/06
Conduct monthly meeting at school to inform and engage parents in school related activities	Administrators, Community Involvement Specialist	8/01/05	5/26/06
Maintain an active PTSA.	Administrators, Community Involvement Specialist, EESAC Chairperson	8/1/05	5/26/06
Provide an inviting environment for a Parent Resource Center with print rich materials to increase interest and literacy.	Administrators, Community Involvement Specialist, Reading Coaches	8/1/05	5/26/06
Create a student recognition system to promote parental involvement.	Administrators, Community Involvement Specialist, Classroom Teachers	8/1/05	5/26/06
Utilize the Community Involvement Specialist to communicate with parents through home visits, workshops, and other related activities such as Subject Area/Grade Level Family Night, Open House, etc.	Administrators, Community Involvement Specialist, Classroom Teachers	8/1/05	5/26/06
Promote the The Parent Academy (TPA) by encouraging and promoting student and parent involvement.	Administrators, Community Involvement Specialist, EESAC Chairperson, Classroom Teachers	8/1/05	5/26/06

### Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA/Intervention Programs

## **Professional Development**

Professional development will be provided through The Parent Academy (TPA), Regional Parent Workshops, District Advisory Council Meetings, and monthly school meetings.

## **Evaluation**

Workshop Attendance Rosters, Community Involvement Specialist Records, Title I District Assistance Plus Reports, PTSA Membership Rosters, and SAC 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 6 STATEMENT:**

Horace Mann Middle will foster a safe and conducive learning environment for all students.

**Needs Assessment**

About two percent of the student population are severely disruptive by being defiant to school personnel and authority and provoking/participating in fights. Students have difficulty attending class on a daily basis; Based on the Climate Survey, safety reports and attendance many students need redirection and positive reinforcement of good behavior.

## Measurable Objective

Given an emphasis on providing a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor/indoor 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
Consider an alternative to school suspension by increasing staff members reinforcement of positive behavior for all students by 10 percent.	Administrators, Teachers, Security personnel, Staff members, Trust Counselor, Guidance Counselor,	8/01/05	5/26/06
Implement our attendance program by increasing parental involvement with school wide related activities.	Administrators, Teachers, Security personnel, Staff members, Trust Counselors, Guidance Counselor	8/01/05	5/26/06
Identify classroom management and student discipline training needs and provide appropriate training for the entire staff.	Administrators, Teachers, Security personnel, Staff members, Counselors, Trust Counselor, Guidance Counselor	8/01/05	5/26/06
Establish a consistent, systematic system for addressing behavior and discipline problems.	Administrators, Teachers, Security personnel, Staff members, Trust Counselor, Guidance Counselor	8/01/05	5/26/06
Train students as Peer Mediators to assist in resolving conflicts prior to escalation in order to lower the number of disciplinary referrals.	Administrators, Counselors, Teachers, Staff members, Trust Counselor, Guidance Counselor	08/01/05	05/26/06
Network with other schools with similar demographics for school safety ideas and best practices.	Administrators, Teachers, Security personnel, Staff members, Counselors, Trust Counselor, Guidance Counselor	8/01/05	5/26/06
Network with Anti-Bullying Liaison, MDCPS Police, and El Portal Police Department to develop and implement strategies aimed at reducing the number of fights amongst our students.	Administrators, Anti-Bullying Liaison, MDCPS Police, El Portal Police, Security Personnel, Teachers	8/1/05	5/26/06

## Research-Based Programs

Project Proud, Resolving Our Unsettled Differences. Peace Works Meditation for Kids: No More Bullies, No More Victims.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include effective classroom management, techniques to de-escalate different scenarios, and effective communication with parents.

## **Evaluation**

Compare 2004-2005 suspension data with the current year's data to determine if progress has been made.  
Compare the 2005 results of School Climate Survey.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

Enhance education for all staff members and students through technology.

### ***Needs Assessment***

Results from the 2004-2005 STAR school profile report indicated that Teacher Computer Access was 1.5 when compared to 2.2 for district and the state, Internet Access 2.7 when compared to 3.1 for district and 3.0 for the state, Instructional Technology Support 2.5 when compared to 2.9 for district and state, School Budget 1.0 when compared to 2.4 for district and 2.3 for the state, Professional Development 1.2 when compared to 2.4 for district and 2.3 for the state.

## Measurable Objective

Given an emphasis on infusing the use of technology across the curriculum, more technology funding will be sought to provide support and enhanced access to internet availability in 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 availability of internet access	Administrators, Teachers, Staff members, Department Chairpersons	8/01/05	5/26/06
Provide professional development in the intergration of technology across the curriculum.	Administrators, Teachers, Staff members, Department Chairpersons	8/01/05	5/26/06
Implement and monitor the use of Excelsior Electronic Gradebook.	Administrators, Teachers	08/01/05	05/26/06
Utilize grants and other avenues to provide funds for improving and increasing technology usage throughout the school.	Administrators, Magnet Office School of Choice.	8/01/05	5/26/06

## Research-Based Programs

National Education Technology Standards (NETS), System for Technology Accountability & Rigor, Atomic Learning.

## Professional Development

Provide inservices on how to effectively utilize technology in the classroom to teachers and students. Train the trainer model for all teachers using Excelsior Gradebook. Provide professional development in the use of Educational Software.

## Evaluation

Compare results from the 2004-2005 and 2005-2006 STAR survey to determine if progress was made. Analyze the results of school climate survey and discuss the impact on our students' academic achievement in relation to technology achievement. Evaluation will be based on the increased budget, hardware and software obtained with the increased funding for the 2005-2006 as compared to the 2004-2005. Evaluate growth in students participation in the use of technology by indicators of Reading Plus, Read 180, and other educational software.



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

**GOAL 8 STATEMENT:**

Horace Mann Middle will provide age appropriate physical activities to attain an optimal level of fitness in all students enrolled in physical education for the 2005-2006 school year.

**Needs Assessment**

Only 45 percent of the Physical Education students at Horace Mann Middle School obtained silver or gold award status pursuant to the FITNESSGRAM assessment data. These rates are potentially low due to re-direction of curriculum, influence of society, improper diets at home, and lack of physical activity.

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of Physical Education students will increase three percentage points or higher on the 2005-2006 administration of the Physical Fitness Test (FITNESSGRAM) as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote and emphasize the benefits of improving cardiovascular, flexibility, and muscular strength and endurance.	Administrators, Education Teachers	8/01/05	5/26/06
Administer the FITNESSGRAM post-test to each student to determine the final fitness progress.	Administrators, Physical Education Teachers	8/01/05	5/26/06
Administer the FITNESSGRAM pre-test to each student to determine baseline measures	Administrators, Education Teachers	8/01/05	5/26/06

## Research-Based Programs

FITNESSGRAM

## Professional Development

District Wide workshops offered by the Life Skills Department.

## Evaluation

Administer the FITNESSGRAM, health-related fitness test. Using the accompanying software, individual students will be inputted, with a prescriptive report being printed out for each student. One copy will be in the student's portfolio and another copy will be sent home to parents. Scores will be compared to the previous year for evidence of increase in the percentage of students scoring three or higher in the FITNESSGRAM Test.

## 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 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 type="checkbox"/>

### ***GOAL 9 STATEMENT:***

Students will maintain and/or increase reading and writing status as indicated by FCAT scores.

### ***Needs Assessment***

Literacy is the bedrock of learning. Reading encompasses a variety of skills--reading, writing, listening and speaking. According to the 2005 FCAT results, 32 percent our students are reading at or above grade level. Fifty seven percent of our 8th grade students scored at a 3.5 or above however, students did not make adequate yearly progress for failure of increasing writing by one percentage point.

## Measurable Objective

In order to enhance our seventh and eighth grade students' reading and writing skills, we will implement daily an eighth period literacy focused block using Learning Express, Classroom Inc, and Soar to Success.

Learning Express consists of 8th grade-appropriate writing assessments modeled on the FCAT writing tests. Students will use Learning Express technology and class time will be used wisely to draft essays and learn about the writing process. This program teaches children step-by-step the intricate process of writing, turning them into confident, skilled writers. Our students will move from questioning the value of education to understanding the power of being a literate adult. Apathy about school will turn into a desire to learn.

Students will make the switch from receiving information to using knowledge to solve complex problems

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff development for teachers facilitating Classroom, Inc.	Administrators, Teachers Facilitating Classroom, Inc	8/01/05	5/26/06
Provide real-life simulation to supplement and strengthen reading skills	Administrators, Teachers Facilitating Classroom, Inc	8/01/05	5/26/06
Focus Literacy lesson plans keep students engaged	Administrators, Teachers Facilitating Classroom, Inc	8/01/05	5/26/06
Enroll all 6th grade in Classroom, Inc.	Administrators, Teachers Facilitating Classroom, Inc	8/01/05	5/26/06

## Research-Based Programs

Classroom Inc., Learning Express, Soar to Success, Accelerated Reading

## Professional Development

Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, writing, and assessments used at the middle school level.

## **Evaluation**

Formative monthly and quarterly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction.

## 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.)

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 10 STATEMENT:***

Horace Mann Middle will rank at or above the 37 percentile statewide in the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2003, Horace Mann Middle ranked at the 15th percentile on the State of Florida ROI index.

## Measurable Objective

Horace Mann Middle will improve its ranking on the State of Florida ROI index publication from the 15 percentile in 2003 to the 37 percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Administrators, Teachers	8/01/05	5/26/06
Become more informed about the use of financial resources in relation to school programs.	Administrators, Teachers	8/01/05	5/26/06
Collaborate with the district on resource allocation.	Administrators, Teachers	8/01/05	5/26/06
Consider shared use of facilities, partnering with community agencies.	Administrators, Teachers	8/01/05	5/26/06

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Horace Mann Middle will show progress toward reaching the 37th percentile.

## *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 mini-budget training be provided to EESAC members.

### ***Training:***

The EESAC recommended that all teachers receive training development in the strategies of each School Performance Excellence Plan objective.

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

The EESAC recommended that mini-grants be provided to upgrade instructional tools and manipulatives.

### ***Technology:***

The EESAC recommended that technology be included in strategies implemented during the school year.

### ***Staffing:***

The EESAC recommended that all vacant positions be filled as quickly as possible.

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

The EESAC recommended that emphasis be placed on increasing the student attendance rate and decreasing the number of student discipline referrals.

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

The EESAC recommended that additional funds should be made available for technology and for students incentives and awards throughout the year.

### ***Benchmarking:***

The EESAC recommended that benchmarking activities be included in the strategies of each school.



***School Safety & Discipline:***

The EESAC recommended incentives for student achievement and positive behavior. The EESAC recommended that the Safety and Discipline committee should meet weekly to address school issues.

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*