
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6171 - Henry H. Filer Middle School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Luis Diaz

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Henry H. Filer Middle School

Henry H. Filer Middle School, a Title I school-wide model, provides basic educational services based on the Sunshine State Standards and Miami-Dade County's Competency Based Curriculum to students in grades six through eight. Henry H. Filer Middle School receives students from six elementary schools. The school offers a Bilingual-Biliterate Program that meets one of the Superintendent's objectives, graduating students proficient in writing and reading Spanish. The school serves a multi-ethnic community in Hialeah, Florida. Eighty-four percent of the students at Henry H. Filer Middle School are eligible for free or reduced meals. The student membership of Henry H. Filer Middle School is 1,185. The racial/ethnic breakdown of students is as follows: 96% Hispanic, 2% Black, and 2% Anglo. To counteract our students' demographic challenges, Filer offers gifted, exceptional student education and advanced courses at all grade levels.

As a result of these diverse instructional programs, it is Henry H. Filer Middle School's aim that students at all levels will succeed at meeting high standards on the reading, writing, mathematics, and science sections of the 2006 administration of the Florida Comprehensive Assessment Test (FCAT). In order to meet this challenge, the following objectives have been established for the 2006-2007 school year.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 52 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, Limited English Proficient(LEP) students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, Students With Disabilities(SWD) in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 91 percent of the students scoring 3.5 or above on the 2007 administration of the FCAT-Writing.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 46 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Science.

Given an emphasis on parents working with the instructional staff to improve student achievement, the number of parents attending team meetings as evidenced by attendance rosters will increase from an average of 200 parents during 2005-2006 to an average of 275 parents during 2006-2007.

Given the code of student conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 15 percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a five percent increase during the 2006-2007 school year as compared to 2005-2006 school year.

Giving an emphasis on promoting and encouraging fitness, the number of students in grades six through eight receiving gold and silver awards during 2006-2007 as measured by the FITNESSGRAM will increase by three percentage points when compared to the 2005-06 Physical Fitness Test Summary.

Given emphasis on increasing the number of elective courses offered, Henry H. Filer Middle School will increase the number of students electing to enroll in journalism, chess, and SECME by five percent during the 2007 spring subject selection process as compared to the 2006 spring subject selection process.

Henry H. Filer Middle School will improve its ranking on the State of Florida ROI Index publication from the 60th percentile in 2005 to the 61 percentile in the next publication of the index.

The results of the Organizational Performance Improvement Survey indicate that the two areas needing the most improvement are Business Results and Leadership. In the Business category, the results indicate that the staff is unaware of the financial standing of the school. In the Leadership category, the staff feels that even though their input is valued and welcomed, there is a need for improvement. The feedback reflects the need to build a more collaborative and involved community among the staff.

The establishing of committees and the planning of professional development during the 2006-2007 school year will focus on the target areas. Modifications and additions will be made as appropriate and necessary to result in improvement.

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.

Henry H. Filer Middle School

VISION

Henry H. Filer Middle School prepares students to reach their maximum potential.

The school's educational community and stakeholders are dedicated to educating students so that they become lifelong learners in a complex and competitive society. We will continue to enrich the community through the development of the academic program and enhancement of technology, with emphasis on character education so that students become productive citizens.

MISSION

Henry H. Filer Middle School enriches the community through a multicultural educational experience. This sets the groundwork for high school and prepares students to become productive members of the workforce and of society in an advanced technological age. The school addresses the needs of the whole individual, and the school provides a center for community activities.

CORE VALUES

Honesty, Integrity, and Respect

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

Fairness and Kindness

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

Citizenship, Cooperation, and Responsibility

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Excellence

We pursue the highest standards in all we do.

School Demographics

Henry H. Filer Middle School is located on 17.68 acres at 531 West 29th Street in Hialeah, Florida. The original building was built in 1956. The school currently has three buildings, including a recently built six classroom building and an eleven classroom modular unit in addition to relocatables. The actual number of assigned capacity is 1,185. The school is wired for network and Internet access.

Henry H. Filer Middle School serves a multi-ethnic community with a large number of immigrant parents and students who have limited English skills and who are economically disadvantaged. As a result of these challenges, The school has to make accommodations to meet not only the students needs but also to promote the necessary academic success.

Seventy-six percent of the students at Henry H. Filer Middle School are eligible for free or reduced meals. The student membership of Henry H. Filer Middle School is 1185, including 64 percent standard curriculum students, 26 percent ESOL students, and 11 percent Exceptional Student Education students. Seven percent of the students are enrolled in the Gifted program. The racial/ethnic breakdown of students is as follows: 96 percent Hispanic, two percent Black, and two percent white. The average daily attendance rate is 94 percent.

Henry H. Filer Middle School employs five administrators, two support personnel, 71 classroom teachers, three guidance counselors, one career specialist, one TRUST counselor, one media specialist, one community involvement specialist, one part-time and two full-time paraprofessionals, seven full-time and two part-time clerical personnel, one computer specialist, two full-time cafeteria personnel, eight part-time cafeteria personnel, six full-time custodians, one zone mechanic, two full-time and four part-time security monitors, and a School Resource Officer. Of the instructional staff, 31 percent hold Masters degrees, four percent hold Specialist degrees and two percent have earned Doctorate degrees. The racial/ethnic breakdown of staff members is as follows: 61 percent Hispanic, 27 percent Black, and 12 percent White. In addition, 64 percent of staff members are females and 36 percent are males.

Henry H. Filer Middle School is one of two middle schools in the Hialeah Feeder Pattern, receiving students from six elementary schools. The Henry H. Filer Middle Community School Program makes it possible to have a facility that is open beyond the traditional day hours. After 3:40 PM, the Community School Program provides a variety of academic, extracurricular, health and community related information and classes. Among the partnerships is included a free After School Program until 7:40 PM with the YWCA. The YWCA provides counseling, FCAT tutorial assistance, and a Teenage Pregnancy Prevention component. Another after school program offered is the FIU Partnership. The YWCA provides a free after school program for children from 5th to 8th grade. In addition to tutorial assistance, the FIU Partnership also provides free Judo training for its participants and runs until 6:00 PM. In addition to these after school programs, the community school offers a one hour free FCAT preparation program for middle school students. Additionally, the Community School Program provides adult programs and lifelong learning as well as social services and workforce preparation for neighbors of all ages. As such, the school is able to organize a facility which assists the youth as well as the adults in our community.

School Foundation

Leadership:

The school's leadership earned an average score of 4.4 on a five point scale on the Miami-Dade County Public School Organizational Performance Self Assessment Survey. The survey reflects that the staff knows the mission and vision of the school. The staff feels that the environment has a supportive and guided leadership. Staff feels they are well informed and expectations are clear.

District Strategic Planning Alignment:

The staff rated the school's strategic planning with score of 4.2 on a five point scale. The staff feels that they work cooperatively on the school's goals and that input is sought and valued. Knowledge of monitoring progress is evident and ongoing.

Stakeholder Engagement:

The survey results indicates that the staff knows who their customers are and have open lines of communication. The rating of 4.5 on a five point scale indicates that employees are empowered to assess their customers' needs and to provide solutions.

Faculty & Staff:

Teamwork received an average score of 4.3 on a five point scale.

At Henry H. Filer Middle School, the mentoring of new and beginning teachers is a shared professional responsibility. In the larger departments, the department chairperson solicits mentoring buddies to guide new and beginning teachers. In the smaller departments, the department chairperson assumes the mentoring role.

Occasionally, situations arise that require a broader scale than what can be provided at the school site. Accordingly, a subject area specialist is contacted for an outside assessment and recommendation to resolve the situation. Henry H. Filer Middle School's Teacher Mentoring Program also follows the District's Professional Assessment and Comprehensive Evaluation System (PACES).

Data/Information/Knowledge Management:

The results of the Organizational Performance Improvement Survey indicates that this category ranked highest among all categories with an average score of 4.5 on a five point scale. In a review of the items, the faculty and staff know the quality of their work, how to analyze their work and use these assessments to make the necessary adjustments for improvement.

Education Design:

Extended Learning Opportunities

Henry H. Filer Middle School provides a before and after school tutorial program for all students in reading and/or mathematics, including all ESOL students.

The reading coaches provide small group instruction, through a pullout tutorial program, to students meeting criteria established by the academic leadership team.

The Mathematics Department chairperson provides pullout tutoring to students meeting criteria established by the academic leadership team.

Henry H. Filer Middle School provides a Saturday tutorial program for students in mathematics and reading along with a Saturday Writing Academy for eight grade students.

Social studies teachers incorporate a daily 30-minute reading activity as part of their instructional planning. Five Research teachers provide small group instruction through a pull-out program to students meeting the criteria established by the Leadership Team.

School-Wide Improvement Model

Henry H. Filer Middle School follows the Eight-Step Continuous Improvement Model(CIM) for monitoring student progress. This model provides opportunities for regular assessments in order to prescribe appropriate interventions, remediation, and enrichment.

Students in grades six through eight will take pre, progress, and posts in reading, mathematics, writing, and science. Assessment is monthly in traditional classroom settings, the reading lab, and one mini-mathematics lab. School-wide multiple methods of instruction are implemented in all core subjects by utilizing: Creating Independence Through Student-Owned Strategies (CRISS), Reciprocal Teaching, and individual tutoring.

Advanced Courses Initiatives & Post Unitary Commitments

The curriculum at Henry H. Filer Middle School offers at least one advanced class and Gifted class in each of the four core subjects: language arts, mathematics, science and social studies. Gifted students are also provided the opportunity to elect Gifted as a resource elective. Students are not achieving mastery on the 2005 FCAT in reading and mathematics are enrolled in Intensive Reading and Intensive Mathematics courses.

Performance Results:

Henry H. Filer has maintained a safe working environment through parental and community involvement and a dedicated faculty. Efforts are ongoing and integral in attempting to reduce the number of undesirable infractions of the code of student conduct which led to 287 outdoor suspensions 215 indoor suspensions during the 2005-2006 school year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Henry H. Filer Middle School supports the district's efforts to recruit high-quality, high qualified educators to teach in Miami-Dade County Public Schools. The Filer administrative staff extends to its teachers an abundance of assistance and support. Teachers are encouraged to join professional organizations and participate in professional development activities to keep informed of new and innovative aspects of education.

• Highly Qualified, Certified Administrators:

Mr. Luis E. Diaz, Principal

Mr. Luis E. Diaz has worked for the Miami-Dade Public School System for the past 12 years. Mr. Diaz started his career as a social studies teacher in 1994 at Henry H. Filer Middle School. At Henry H. Filer Middle School he taught social studies for 3 years and then served as the School Center for Special Instruction for 2 years. After 5 years at Henry H. Filer Middle School, Mr. Diaz was appointed as an Assistant Principal at Citrus Grove Middle School. Mr. Diaz's assignment at Citrus Grove lasted for 3 years. At Citrus Grove Middle School he was in charge of the Exceptional Student Education department, internal accounts, property audits, plant operations, school activities and curriculum issues related to the Occupational Training Center. Mr. Diaz was then assigned to Miami Jackson Senior High School. Mr. Diaz was appointed principal's designee. As designee, he dealt with school-wide curriculum, budgetary concerns, plant operations, attendance and property audits. After serving 3 years at Miami Jackson Senior High, Mr. Diaz was appointed principal at Henry H. Filer Middle School on July 14, 2005 and is currently serving this position. Mr. Diaz received his Master's Degree from Nova Southeastern University on October 31, 1998 and his Bachelor of Science from Florida State University on December 18, 1993.

Dr. Raymond Angry, Assistant Principal

Dr. Raymond Angry, Sr. has over 29 years of experience in education with the Miami Dade County Public Schools. Dr. Angry began his career in 1974 as a middle school social studies teacher. He has a Bachelor of Science Degree from Albany State University, a Master of Science Degree from Florida International University and a Doctorate of Education Degree with a Specialization in School Management and Educational Leadership from Nova Southeastern University. Dr. Angry is a published author with two publications in the Education Resource Information Center (ERIC) entitled "Developing and Implementing a Model for Improving Global Awareness in the Secondary School with Collaborative Learning Groups through the Aid of a Multimedia Approach" and "Enhancing Ethnic Relations through Teaching Multicultural Education in the Secondary Schools". Also, Dr. Angry has completed the Leadership Experience and Opportunity for Teachers (LEO-T). Certification: Educational Leadership K-12, Social Studies K-12, Sociology 9-12.

Over the years, Dr. Angry has developed and implemented several educational initiatives to enhance the educational programs at various schools. At Lake Stevens Middle School he developed an enrichment lunch program that was designed for behavior modification and to improve reading. He also developed an at-risk program entitled "Project- SAVE" (Successful Academic Victory through Efforts". This project was very instrumental in helping At-Risk students improve their behavior and academic

performance. Dr. Angry's first appointment as assistant principal was at Miami Lakes Middle School. Next, he was assigned to Henry H. Filer Middle where he has worked to improve the school's image, overall student achievement, enhance technology, as well as empowerment and build school morale.

Mr. Julian Cazañas, Assistant Principal

Mr. Julian Cazañas has over sixteen years of experience in the field of education. He began his career as a youth director at Miami Dade Community College. He then continued his endeavors as a recreation leader for Miami Dade Special Olympics. As he received his bachelor's degree from Nova Southeastern University, he began teaching emotionally handicapped students at Palm Springs Middle School. During his first year of teaching, Mr. Cazañas was recognized by the school district and received the Sallie Mae Beginning Teacher of the Year Award. After teaching for four years, Mr. Cazañas received his Master's Degree from Nova Southeastern University and has since been an Assistant Principal. Certification: Emotionally Handicapped k-12, ESOL K-12, Educational Leadership K-12

Mr. James Meehan, Assistant Principal

Mr. Meehan has worked for Miami-Dade County Public Schools for over 24 years. He served as a teacher and chairperson of the Mathematics Department at Miami Carol City High School and as an assistant principal at both Miami Carol City High School and Henry H. Filer Middle School. Mr. Meehan has a bachelor's degree from Marist College in Poughkeepsie, New York and a master's degree from the University of Texas in Austin, Texas. He has also done post-graduate work at various universities including Fordham University in New York, Florida International University and the University of Miami in Miami, Florida. He is certified in administration and supervision, psychology, mathematics and language arts in the state of Florida and has life time certification to teach mathematics in the state of New York. Mr. Meehan has extensive experience working with minority students at both the instructional and administrative levels. During his years as an educator, Mr. Meehan has been a newspaper moderator, peer teacher, athletic director, assistant football coach and head coach in the areas of baseball, basketball and cross country. Mr. Meehan has been a member of the National Council of Teachers of Mathematics and the National Council of Teachers of English and is currently a member of the Association for Curriculum Development. He is also a member of the peer review committee for the Southern Association of College and Schools.

Mr. Cesar A. Rivero, Community School Assistant Principal

Mr. Cesar A. Rivero is the assistant principal for community education at Henry H. Filer Middle School. He is in charge of all the educational and cultural activities from 3:40 P.M. until 10:00 P.M. His programs provide a variety of educational, recreational, cultural, social and enrichment programs for people of all ages in our community. He has more than twenty-eight years of experience in the field of education and leadership in both New York City and Florida. He obtained his Bachelor of Arts from Clarion University of Pennsylvania in the field of Liberal Arts and Foreign Languages. He has a Masters of Science in Bilingual education from City University of New York, and an Educational Leadership Degree from Nova University in Florida. Mr. Rivero has also done post graduate studies in foreign languages from the University of Montreal in Canada and The University of Valencia in Spain. Mr. Rivero has worked for Filer's Adult and the Community School Program since the early eighties and is proud to be part of the Filer Family.

• Teacher Mentoring:

At Henry H. Filer Middle School, the mentoring of new and beginning teachers is a shared professional responsibility. In the larger departments, the department chairperson solicits mentoring buddies to guide new and beginning teachers. In the smaller departments, the department chairperson assumes the mentoring role.

Occasionally, situations arise that requires a broader scale than what can be provided at the school site. Accordingly, a subject area

specialist is contacted for an outside assessment and recommendation to resolve the situation. Henry H. Filer Middle School's Teacher Mentoring Program also follows the District's Professional Assessment and Comprehensive Evaluation System (PACES).

• School Advisory Council:

Henry H. Filer's Educational Excellence School Advisory Council (EESAC) is made up of representatives from all stakeholder groups. The council meets regularly and discusses issues pertaining to student achievement and school improvement. Administrators, instructional personnel, and non-instructional personnel work collectively, with the support and assistance of students, parents, community, and stakeholders, to guarantee educational experiences for the students. An eclectic approach to curriculum is utilized to guarantee that students are prepared to complete high school successfully and to pursue higher level educational opportunities. Moreover, innovation and open communication are highly encouraged.

The EESAC provides assistance to the school as it supplements the budget with materials, equipment, supplies and incentives for students. The EESAC additionally provides funds for instructional materials, and incentives to the language arts, reading, social studies, mathematics, and student services departments.

Furthermore, students attending before, after school and Saturday tutorial programs are rewarded with incentives provided by the EESAC. In addition, the EESAC provides funds for the Science Engineering Communication Mathematics Enhancement Program. As related to the staffing of Henry H. Filer Middle School, the EESAC makes recommendations regularly as the needs arise. The progress of the School Improvement Plan's strategies is carefully monitored by the EESAC through data collection throughout the year and making sure responsible individuals monitor their area of responsibility.

• Extended Learning Opportunities

Extended Learning Opportunities

Henry H. Filer Middle School provides a before and after school tutorial program for all students in reading and/or mathematics, including all ESOL students.

Henry H. Filer Middle School provides a Saturday tutorial program for students in mathematics and reading along with a Saturday Writing Academy for eight grade students.

Research-Based Programs:

Mathematics: Applications and Concepts (Courses 1, 2 & 3): Glencoe Publishing Company

FCAT Advantage: Kaplan Series

FCAT Explorer

Students in grades six through eight enrolled in tutorial programs will be given pre-and post tests in mathematics, reading, and science. Students will increase their mathematics, reading, and science skills as evidenced by a minimum of a 50 percent increase in the number of questions answered correctly on the post test as compared to the number of items answered correctly on the pre-test. Additionally, students will show improvement on the 2007 administration of the FCAT-Mathematics and Reading as compared to scores received on the 2006 FCAT.

Summative Evaluation: 2007 FCAT Scores

Formative Evaluation: Pre-and Post Tests

• School Wide Improvement Model

Henry H. Filer Middle School follows the Eight-Step CIM for monitoring student progress. This model provides opportunities for

regular assessments in order to use data collected to prescribe appropriate interventions, remediation, and enrichment.

Students in grades six through eight will take pre, progress, and posts in reading, mathematics, writing, and science. Assessment is monthly in traditional classroom settings, the reading lab, and one mini-mathematics lab. School-wide multiple methods of instruction are implemented in all core subjects by utilizing: Creating Independence Through Student-Owned Strategies (CRISS), Reciprocal Teaching, and individual tutoring.

The reading coaches provide small group instruction, through a pullout tutorial program, to students meeting criteria established by the academic leadership team.

The Mathematics Department chairperson provides pullout tutoring to students meeting criteria established by the academic leadership team.

Social studies teachers incorporate a daily 30-minute reading activity as part of their instructional planning. Five Research teachers provide small group instruction through a pull-out program to students meeting the criteria established by the Leadership Team.

Focus calendars referencing areas of weakness on the 2006 FCAT –Mathematics, Reading, and Science were developed for school-wide implementation.

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 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 1 STATEMENT:

Students in grades six through eight will meet high standards in reading on the 2007 administration of the FCAT.

Needs Assessment

The 2006 FCAT Reading scores indicate that 60 percent of the students in grades six through eight did not score at or above grade level (FCAT Level 3 and above) and 29 percent of the students in grades six through eight did not make a year's worth of progress. Additionally, 29 percent of the students in grades six through eight in the lowest 25 percent did not make a year's worth of progress. However, 71 percent of the students in grades six through eight in the lowest 25 percent made a year's worth of progress. The scores further indicate that students in grade six answered 50 percent of the questions correctly on reference and research and 55 percent of the questions correctly on comparisons whereas the students in grade six answered exactly 53 percent of the questions correctly on main idea and 55 percent of the questions correctly on words and phrases. In grade seven students answered at least 50 percent of the questions correctly on all strands. In grade 8, students answered 50 percent of the questions correctly in words and phrases, 58 percent of the questions correctly in main idea, 63 percent of the questions correctly in comparisons, and 48 percent of the questions correctly in reference and research. There exists a high number of students whose FCAT Achievement Level in Reading is one or two. In all subgroups identified by the No Child Left Behind Act (NCLB), less than 40 percent of the students scored at or above grade level in reading. Thus, none of the subgroups made Adequate Yearly Progress (AYP).

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 52 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 51 percent of the students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide CRISS Training for all teachers not previously trained.	Reading Coach Administrators	10/31/2006	12/8/2006	Continuous Improvement Model	\$0.00
Continue to provide an after school and Saturday tutorial programs for all students and a before and after school tutorial program for ESOL students. Before school tutorial sessions are held Monday through Thursday from 7:20 a.m. until 8:20 a.m. After school tutorial sessions are held Monday through Thursday from 3:45 p.m. until 4:45 p.m. Saturday sessions start at 9:00 a.m. and end at 12:00 p.m. Progress will be evaluated using pre and post tests.	Reading Coaches ESOL Dept. Chair Reading and LA Teachers Administrators	8/22/2006	5/4/2007	Continuous Improvement Model	\$0.00
Incorporate a 30 minute reading component in social studies classes.	Reading Coach Social Studies Teachers Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct monthly assessments. Assessments will target FCAT tested benchmarks.	Language Arts(LA) Dept. Chair LA Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

	Administrators				
Provide pull-out tutorial sessions for students whose 2006 FCAT Achievement Level meets a criteria identified by the academic leadership team and all subgroups identified by the No Child Left Behind Act. Students will be pulled out of elective classes for 30-minute tutoring sessions at least once a week. Program will be evaluated on results of pre- and post tests.	Reading Coaches Administrators	10/17/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to utilize the Read 180 Program for students whose 2006 FCAT Achievement Level is one.	Reading Dept. Chair Reading Teachers Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Follow the district's language arts/reading pacing guide and the department's curriculum mapping in language arts classes as developed by language arts teachers.	LA Dept. Chair LA Teachers Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate the appropriate grade level components of the Comprehensive Research Reading Plan as part of curriculum planning and implementation.	Administrators Language Arts Teachers Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Bridges to Literature (levels 1-3) by McDougal Littell

Read 180

Elements of Literature, Second Course (Holt, Rinehart, and Winston)

Eight-Step CIM

Professional Development

Workshops:

Reciprocal Teaching

CRISS Training for instructional personnel not previously trained

CRISS Training revisited for instructional personnel previously trained

FCAT Rubrics (writing and reading)

Eight-Step CIM

Evaluation

Summative: 2007 FCAT Reading Scores

Formative: Monthly Assessments

Pre-and Post Tests

2007 FCAT Sample Test (from Florida Department of Education)

District Interim Assessment-Reading

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 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:

Students in grades six through eight will meet high standards in mathematics on the 2007 administration of the FCAT.

Needs Assessment

An analysis of the 2006 FCAT Mathematics scores indicate that 45 percent of the students in grades six through eight did not meet high standards and 27 percent of the students in grades six through eight did not make a year's worth of progress. However, 73 percent of the students in grades six through eight made a year's worth of progress. The scores further indicate that the weakest area of performance was on the measurement strand with the students in each grade answering more than 58 percent of the questions incorrectly. The strongest area for grade six was number sense with students answering more than 56 percent of the questions correctly. In the subgroups of the NCLB, 47 percent of the Hispanic students, 44 percent of the Economically Disadvantaged students, 28 percent of the Limited English Proficient students, and 16 percent of the Students With Disabilities in grades six through eight scored below grade level, thus not meeting Adequate Yearly Progress (AYP).

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, Limited English Proficient(LEP) students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, Students With Disabilities(SWD) in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development opportunities for teachers to share best practices.	Administrators Mathematics Dept. Chair	11/17/2006	4/20/2007	Continuous Improvement Model	\$0.00
Continue to provide an after school and Saturday tutorial programs for all students and a before school tutorial program for ESOL students. Before school tutorial sessions are held Monday thru Thursday from 7:20 AM until 8:20 AM. After school tutorial sessions are held Monday thru Thursday from 3:45 PM until 4:45 PM. Saturday sessions start at 9:00 AM and end at 12:00 noon. Progress will be evaluated using pre and post tests.	Mathematics Dept. Chair ESOL Dept. Chair Mathematics Teachers Administrators	9/6/2006	5/11/2007	Continuous Improvement Model	\$0.00
Provide CRISS Training for all teachers not previously trained.	Reading Coach Administrators	10/31/2006	12/8/2006	Continuous Improvement Model	\$400.00

Provide pull-out tutorial sessions for students whose 2006 FCAT Scores by strands meet a criteria identified by the academic leadership team and all subgroups identified by the No Child Left Behind Act and students scoring within the lowest 25 percent of the population.	Mathematics Department Chairperson Administrators	10/01/2006	05/30/2007	Continuous Improvement Model	\$0.00
Conduct monthly assessments. Assessments will target FCAT tested benchmarks. Students will receive incentives based on a criteria established by the mathematics department.	Mathematics Dept. Chair Mathematics Teachers Administrators	9/29/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Follow a uniform curriculum mapping and the district's pacing guide within the department by course/grade level.	Administrators Mathematics Dept. Chair Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to offer intensive mathematics classes for students whose 2006 FCAT Achievement Level is one.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$10000.00

Research-Based Programs

The following state adopted textbooks by Glencoe Publishing Company:

Mathematics: Applications and Concepts, (Courses 1, 2 and 3)

Pre-Algebra

Algebra One.

The following state adopted textbooks by McDougal Littell Publishing Company:

Middle School Math (Course 3),

Algebra One: Applications, Equations, and Graphs,

Geometry: Applying, Reasoning, and Measuring

Eight-Step CIM

Professional Development

Workshops:

Reciprocal Teaching

CRISS Training for instructional personnel not previously trained

CRISS Training revisited for instructional personnel previously trained

FCAT Rubrics (short-and extended responses)

Riverdeep Training

Eight-Step CIM

Evaluation

Summative: 2007 FCAT Mathematics Scores

Formative: Weekly Countdown to FCAT (Glencoe Textbook)

Monthly Benchmark Assessment

Pre-, Progress, and Post Tests

2007 FCAT Sample Test (from Florida Department of Education)

Focus Calendar Assessments

Daily and Weekly Class Assessments

District's Interim Assessments

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 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 3 STATEMENT:

Students in grade eight will meet high standards in writing on the 2007 administration of the FCAT.

Needs Assessment

The 2006 FCAT Writing scores indicate 10 percent of students in grade eight did not meet state standards on the combined scores. All subgroups identified by NCLB showed improvement of more than one percentage point as required for adequate yearly progress. The Economically Disadvantaged students, the Hispanic Students, and the total student population showed an increase of 4 percentage points as compared to the Limited English Proficient students and students with Disabilities who showed an improvement of 10 or more percentage points.

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 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 based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 91 percent of the students scoring 3.5 or above on the 2007 administration of the FCAT-Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide incentives for students attending tutoring and the Saturday Writing Academy.	Administrators	10/17/2006	5/4/2007	Continuous Improvement Model	\$1000.00
Provide an after school tutorial program and a Saturday Writing Academy for eighth grade students. After school tutorial sessions are held Monday thru Thursday from 3:45 PM until 4:45 PM. Saturday sessions start at 9:00 AM and end at 12:00 Noon. Progress will be evaluated using pre-and post tests.	Language Arts Department Chairperson Reading Coaches Language Arts Teachers Administrators	10/17/2006	5/4/2007	Continuous Improvement Model	\$10000.00
Provide CRISS Training for all teachers not previously trained.	Reading Coach Administrators	10/31/2006	12/8/2006	Continuous Improvement Model	\$150.00
Incorporate writing using FCAT style prompts in eighth grade social studies classes.	Reading Coach Social Studies Dept. Chair Social Studies Teachers Administrators	8/14/2006	5/30/2006	Continuous Improvement Model	\$0.00
Conduct monthly writing assessments. Assessments will target the writing process.	Language Arts Dept. Chair LA Teachers Administrators	8/23/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Writing in the Middle Grades, 6-8

Writer's Choice: Grammar and Composition (Glencoe Publishing Company)

Eight-Step CIM

Professional Development

Workshops:

Reciprocal Teaching

CRISS Training for instructional personnel not previously trained

CRISS Training revisited for instructional personnel previously trained

FCAT Rubrics (writing and reading)

Eight-Step CIM

Evaluation

Summative: 2007 FCAT Writing Scores

Formative: Pre-and Post Tests

Weekly and Monthly Progress 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 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 4 STATEMENT:

Students in grades eight will improve science skills on the 2007 administration of the FCAT.

Needs Assessment

The 2006 FCAT Science scores indicate that 21 percent of the students in grade eight scored at or above Level three.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 46 percent of the students scoring at a Level 3 or higher on the 2007 administration of the FCAT-Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct weekly meetings with district support personnel.	Science Dept. Chair District Curriculum Support Specialist in Science Science Teachers Administrators	8/15/2006	5/18/2006	Continuous Improvement Model	\$0.00
Provide after school and a Saturday tutorial program for all eighth grade students. Tutorial program will begin in January, Monday thru Thursday from 3:45 PM until 4:45 PM. Program will be monitored using pre and post tests.	Science Dept. Chair Science Teachers Administrators	10/17/2006	4/27/2007	Continuous Improvement Model	\$0.00
Provide CRISS Training for all teachers not previously trained.	Reading Coach Administrators	10/31/2006	12/8/2006	Continuous Improvement Model	\$100.00
Provide incentives for students attending tutoring.	Administrators	10/17/2006	5/4/2007	Continuous Improvement Model	\$1000.00
Use Science Activities Packet to increase inquiry based and hands-on activities.	Science Dept. Chair Science Teachers Administrators	8/15/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the use of labs during weekly planning.	Science Dept. Chair Science Teachers Administrators	8/15/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate the use of the Buckle Down with Science workbooks into the science curriculum.	Science Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$300.00
Conduct monthly assessments. Assessments will target FCAT tested benchmarks.	Science Dept. Chair Science Teachers Administrators	8/22/2006	5/30/2007	Continuous Improvement Model	\$0.00
Follow a uniform curriculum mapping and the district's pacing guide within the department by course/grade level.	Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe: Science Voyages (Levels Red, Green and Blue)

Eight-Step CIM

Professional Development

Workshops:

Reciprocal Teaching

CRISS Training for instructional personnel not previously trained

CRISS Training revisited for instructional personnel previously trained

FCAT Rubrics (writing and reading)

Eight-Step CIM

Evaluation

Summative: 2007 FCAT Science Scores

Formative: Pre, progress, and post tests

Monthly Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parents will work with Henry H. Filer Middle School's instructional staff to create a positive home learning experience.

Needs Assessment

Team meetings referencing student achievement are held on Wednesday and Thursday of each week at Henry H. Filer Middle School. Based on sign-in sheets, parent visitations at team meetings during 2005-2006 averaged 200 parents per nine weeks. Also, attendance at the monthly Title I Workshops for Parents was low. Students experiencing difficulty whose parents become involved usually demonstrate success or at least a behavior modification.

Measurable Objective

Given an emphasis on parents working with the instructional staff to improve student achievement, the number of parents attending team meetings as evidenced by attendance rosters will increase from an average of 200 parents during 2005-2006 to an average of 275 parents during 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Survey the needs of parents to improve the ways parents help students at home with their assignments.	Administrators	8/24/2006	5/24/2007	District Strategic Plan	\$0.00
Increase the attendance of parents at weekly meetings to effectively monitor the academic progress of students.	Community Involvement Specialist Administrators	8/30/2006	5/17/2007	District Strategic Plan	\$0.00
Communicate more often through newsletters and phone calls to parents to make sure students meet their responsibilities to the school in general.	Administrators Community Involvement Specialist (CIS)	8/15/2006	5/18/2007	District Strategic Plan	\$0.00
Conduct Title I Parent Workshops to help parents cope with the societal problems such as job security, immigration, healthcare, and drugs thus improving the home of students, which will result in higher student achievement.	Administrators Community Involvement Specialist	8/22/2006	5/11/2007	District Strategic Plan	\$0.00
Create a Resource in the school's Media Center to help parents keep informed on the most up to date ways of helping their children succeed in school.	Administrators Community Involvement Specialist Media Specialist Reading Coaches	11/1/2006	11/30/2006	District Strategic Plan	\$0.00
Invite parents to a dinner to help them gain control over students' responsibilities, which will result in better grades.	PTSA President Administrators	10/03/2006	10/03/2006	District Strategic Plan	\$300.00

Research-Based Programs

National PTA Standards for Parental Involvement

Professional Development

Title I Parent Workshops

FCAT Preparation Workshops for Parents

EESAC Meetings

Parent Academy Class Offerings

Evaluation

This objective will be evaluated by the attendance rosters from workshops, after school activities, team meetings, and volunteer assignments; school climate survey and parent surveys, Dade Partners involvement and membership in the PTSA.

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Henry H. Filer Middle School will enhance the safety of students and staff. Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

Needs Assessment

The Student Case Management Referral Action Report for the 2005-2006 indicates that there were 287 reported incidents that resulted in students being placed on outdoor suspension. After evaluating and analyzing the data from this report, it has been concluded that 194 were repeated incidents. Therefore, there exists a need to reduce the number of incidents resulting in outdoor suspensions.

Measurable Objective

Given the code of student conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 15 percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain team parent contact logs identifying students with ongoing behavior problems.	Administrators	8/24/2006	5/24/2007	District Strategic Plan	\$0.00
Provide peer counseling sessions for students with continuous behavior problems.	Trust Counselor Administrators	10/24/2006	5/21/2007	District Strategic Plan	\$0.00
Conduct opening of school orientations by grade level addressing student behavior and other expectations.	Administrators Student Services Dept. Chair	8/15/2006	8/18/2006	District Strategic Plan	\$0.00
Review with students Filer's expectations as related to student behavior.	Administrators	8/15/2006	5/18/2007	District Strategic Plan	\$0.00
Continue distributing Citizenship Honor Roll Rewards at the end of each nine weeks.	Administrators Student Services Dept. Chair	10/17/2006	4/18/2007	District Strategic Plan	\$0.00
Provide incentives at the end of each nine weeks for students exemplifying good behavior.	Administrators Student Services Dept. Chair	10/17/2006	4/12/2007	District Strategic Plan	\$1000.00

Research-Based Programs

Eight-Step CIM

Professional Development

Workshops and in-services on behavior modification of students.

Evaluation

This goal will be evaluated by a 15 percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

The infusion of technology will become an integral part of instruction at Henry H. Filer Middle School.

Needs Assessment

A school-wide survey result indicates that the use of technology is limited given that there exist an average of two computers per classroom. The result further indicates that there are five specialized computer labs and one general computer lab to service the entire student body at Henry H. Filer Middle School. Thus, there exists a need to increase the number of computers per classroom and general computer labs, which will ultimately increase in the use of technology.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a five percent increase during the 2006-2007 school year as compared to 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Riverdeep training for all mathematics and science teachers.	Administrators	10/15/2005	2/24/2006	Continuous Improvement Model	\$0.00
Provide follow-up training for Language Arts and mathematics Teachers using FCAT Explorer.	Administrators	11/1/2005	12/9/2005	Continuous Improvement Model	\$0.00
Encourage teachers to utilize the technology component of state adopted materials.	Administrators	8/8/2005	5/19/2006	Continuous Improvement Model	\$0.00
Increase the number of computer labs and/or Read 180.	Administrators	10/24/2005	5/19/2006	Continuous Improvement Model	\$0.00
Create a list of information related to using technology in the classroom.	Administrators	10/31/2005	5/19/2006	Continuous Improvement Model	\$0.00
Use the STAR to determine the reading level of all students.	Reading Coach Media Specialist Administrators	10/24/2005	11/30/2005	Continuous Improvement Model	\$0.00

Research-Based Programs

Read 180
STAR
Riverdeep

Professional Development

Workshops on computer usage.

Awareness of software that support district initiatives.

In-services on the infusion of technology into instruction.

Evaluation

This objective will be evaluated using FCAT Explorer teacher reports.

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 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 8 STATEMENT:

Henry H. Filer's physical education program will provide students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. Through these participations, students at Henry H. Filer Middle School will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

The Physical Fitness Test Summary Report for 2005-2006 indicates that 64 percent of our students tested were award winners. After evaluating and analyzing the data from this report, it has been concluded that there is a need to increase the number of Gold (152) and Silver (181) Award winners.

Measurable Objective

Giving an emphasis on promoting and encouraging fitness, the number of students in grades six through eight receiving gold and silver awards during 2006-2007 as measured by the FITNESSGRAM will increase by three percentage points when compared to the 2005-06 Physical Fitness Test Summary.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators Physical Education (PE) Dept. Chair	8/14/2006	5/24/2007	Continuous Improvement Model	\$0.00
Administer pre-and post-test to determine baseline data.	Administrators PE Dept. Chair	8/15/2006	5/18/2007	Continuous Improvement Model	\$0.00
Increase the number of cardiovascular and stretching exercises in PE classes.	PE Dept. Chair Adminsitrators	8/15/2006	5/18/2007	Continuous Improvement Model	\$0.00
Develop a faculty and staff fitness program.	PE Dept Chair Administrators	10/24/2006	5/11/2007	Continuous Improvement Model	\$0.00
Develop an action plan for the physical education department to meet the goals and objectives as stated.	PE Dept. Chair Administrators	8/15/2006	10/18/2006	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM Program

Professional Development

Provide workshops on importance of fitness/wellness.

Create an awareness with the faculty and staff the six natural content strands for physical education.

Evaluation

This goal will be evaluated by a three percent increase in the number of students receiving awards during 2006-2007 as measured by the FITNESSGRAM as compared to the 2005-2006 results.

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 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 9 STATEMENT:

Henry H. Filer Middle School will show greater levels of interest in chess; journalism; and the Science, Engineering, Computers, and Mathematics Enhancement (SECME) class.

Needs Assessment

During the past school term there was one chess class and one journalism class. According to the master schedule, Henry H. Filer Middle School offers one chess class and one SECME class each with an enrollment of approximately two percent of the school population and one journalism class with an enrollment of approximately three per of the school population.

Measurable Objective

Given emphasis on increasing the number of elective courses offered, Henry H. Filer Middle School will increase the number of students electing to enroll in journalism, chess, and SECME by five percent during the 2007 spring subject selection process as compared to the 2006 spring subject selection process.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote and encourage to select journalism as an elective.	Administrators Language Art Teachers Journalism Teacher Reading Coaches	1/9/2007	4/27/2007	Continuous Improvement Model	\$0.00
Showcase examples of outstanding works written by journalism students.	Administrators Journalism Teacher	3/20/2007	4/20/2007	Continuous Improvement Model	\$0.00
Inform students about the journalism course offering through academic counseling.	Administrators Student Services Department	3/20/2007	4/20/2007	Continuous Improvement Model	\$0.00
Encourage students currently enrolled in journalism to visit students enrolled in creative writing classes for the purpose of recruitment.	Administrators Journalism Teacher Creative Writing Teacher	3/13/2007	4/20/2007	Continuous Improvement Model	\$0.00
Invite interested students to shadow journalism students during the writing of the school's newspaper for publication.	Administrators Journalism Teachers Elective Teachers	1/9/2007	4/20/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Eight-Step CIM

Writing in the Middle Grades, 6-8

Professional Development

Workshops:

Reciprocal Teaching

CRISS Training for instructional personnel not previously trained

CRISS Training revisited for instructional personnel previously trained

FCAT Rubrics (writing and reading)

Eight-Step CIM

Evaluation

This objective will be evaluated by a five percent increase in the number of students enrolled in chess, journalism, and SECME during the 2007 spring subject selection process as compared to the 2006 spring subject selection process.

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

GOAL 10 STATEMENT:

Henry H. Filer Middle School will rank above the 60th 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 the 2004-05 school year, Henry H. Filer Middle School ranked in the 60th percentile on the State of Florida ROI Index.

Measurable Objective

Henry H. Filer Middle School will improve its ranking on the State of Florida ROI Index publication from the 60th percentile in 2005 to the 61 percentile in the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Prepare annual budget expenditures.	Administrators	8/14/2006	9/29/2006	District Strategic Plan	\$0.00
Reduce class size for targeted populations.	Administrators	8/14/2006	5/18/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocations.	Administrators	8/15/2006	5/18/2006	District Strategic Plan	\$0.00
Provide professional development coaching for faculty based on student needs.	Administrators Reading Coaches Mathematics Department Chair	8/15/2006	5/24/2007	Continuous Improvement Model	\$0.00
Review shared use of facilities, partnering with community agencies.	Administrators	8/14/2006	9/29/2007	District Strategic Plan	\$0.00
Provide supplemental materials for remediation.	Administrators	8/15/2006	5/18/2007	District Strategic Plan	\$12000.00
Hire hourly and full-time personnel to supplement classes.	Administrators	8/14/2006	8/31/2006	District Strategic Plan	\$10000.00

Research-Based Programs

Bridges to Literature: McDougal Littell

Elements of Literature, Second Course: Holt, Rinehart, and Winston

Mathematics: Applications and Concepts (Courses 1, 2 & 3): Glencoe Publishing Company

Middle School Mathematics (Course 3), Algebra One: Applications, Equations, and Graphs; Geometry: Applying, Reasoning, and Measuring: McDougal Littell Publishing Company

Writing in the Middle Grades, 6-8, and Writer's Choice: Grammar and Composition: Glencoe Publishing Company

FCAT Prep-Reading Comprehension 8th Grade and FCAT Grade 8 Writing Composition: Queue, Inc.

Science Voyages (Levels Red, Green & Blue): Glencoe

Read 180

FCAT Advantage: Kaplan Series

Professional Development

Provide opportunities for faculty and staff to understand school budgeting process.

Provide opportunities for faculty and staff to understand data analysis.

Provide opportunities for faculty and staff to become familiar with best practices related to literacy.

Provide opportunities for faculty and staff to become familiar with the interdisciplinary approach to mathematics across the curricula.

Provide aspiring assistant principals the opportunities to shadow the principal and assistant principals on overall school operations, especially those issues relating to the budget.

Provide opportunities for assistant principals to attend budget conferences.

Evaluation

On the next State of Florida ROI Index publication, Henry H. Filer Middle School will show progress toward reaching the 61st percentile.

EESAC Compliance

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

Budget:

EESAC supplemented the budget with materials, equipment, supplies and incentives for students. The principal familiarizes EESAC members with budget operations.

Training:

The EESAC provided a forum for staff members to voice their concerns relating to Henry H. Filer Middle School's SIP.

Additionally, the EESAC allotted funds for professional development and for substitute coverage during workshops. Department chairpersons reported to EESAC on activities related to the SIP.

Instructional Materials:

The EESAC provided funds to the language arts, reading, social studies, and mathematics departments to purchase instructional materials for student enhancement. In addition, monies were allocated to the SECME program.

Technology:

EESAC provided funds to purchase components to upgrade the STAR for the Accelerated Reader.

Staffing:

The EESAC members have recommended the hiring of additional security personnel.

Student Support Services:

The EESAC purchased incentives to support the Comprehensive Reading Plan. Funds for incentives and rewards for outstanding conduct and for overall improvements in academic achievement were provided.

Other Matters of Resource Allocation:

The EESAC provided incentives for students attending the before/after school and Saturday tutoring programs.

Benchmarking:

The EESAC members continuously monitored the progress of our School Improvement Plan's objectives by collecting data throughout the school year. Moreover, persons responsible for each strategy monitored their area of responsibility.

School Safety & Discipline:

Educational Excellence School Advisory Council members have discussed issues relating to school safety and discipline. Among the topics discussed were the designated lunch schedules and the supervision of students during spill-out.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$11,400.00
Goal 3: Writing	\$11,150.00
Goal 4: Science	\$1,400.00
Goal 5: Parental Involvement	\$300.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$22,000.00
<hr/>	
Total:	\$47,250.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent