
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6231 - Hialeah Middle School

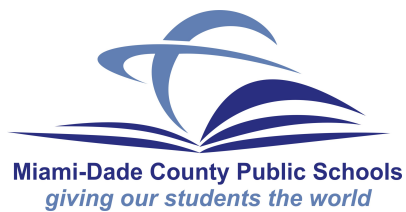
FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Martha Montiel

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Hialeah Middle School

Hialeah Middle School rests in 21.8 acres of land in the City of Hialeah, Florida, located at 6027 East 7th Avenue. Hialeah Middle School was established in 1964. The school's enrollment is highly representative of Miami-Dade County Public Schools' multicultural population. Hialeah Middle School's 1095 students and its surrounding community are predominantly Hispanic, making up eighty-seven (87) percent of our student body. The majority of the members of the community live in single family homes and consist of lower-middle class socioeconomic groups. African-American students account for ten (10) percent, two (2) percent are Non-Hispanic Whites, and less than one (1) percent are Asian/Other. Our school offers a variety of programs designed to cater to our diverse student population such as Gifted and Advanced courses as well as middle school courses for high school credit. Furthermore, we house a large Exceptional Student Education (ESE) program ranging from Learning Disabilities to Profound Mentally Handicapped. Our school has established the following objectives to ensure that every student at Hialeah Middle School excels and reaches the goals we have established for the 2006-2007 school year:

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their reading skills as evidenced by fifty-five (55) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), African American students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient (LEP) students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Hispanic students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), African-American students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged (ED) students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their writing performance skills as evidenced by ninety (90) percent of the students scoring a 3.5 or above on the 2007 FCAT-Writing Plus Assessment.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by forty-five (45) percent of students achieving a Level 3 or above on the 2007 FCAT-Science Assessment.

Given an emphasis on parental involvement, there will be an increase of fifteen (15) percentage points in parental participation at meetings during the 2006-2007 school year as compared to the percent of participation during the 2005-2006 school year.

Given an emphasis on a safe and orderly environment and the Student Code of Conduct, student behavior will improve as evidenced by a two (2) percentage point 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 in Level 1 will augment their use of SuccessMaker by twenty (20) percentage points as evidenced by the usage report through SuccessMaker when compared to the percent usage during the 2005-2006 school year.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by ninety (90) percent of the students passing the one mile test on the 2006-2007 administration of the FITNESSGRAM test.

Given emphasis on the benefits of participating in the Advanced Academics program, there will be a fifteen (15) percentage point increase in the number of students enrolled during the 2006-2007 school year as compared to the 2005-2006 school year.

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

Based on the recent self-assessment instrument, the Organizational Performance Improvement Snapshot, two areas will be the focus of improvement this year to assist our students in achieving these objectives. These areas were selected for attention after receiving low average scores of 4.0 and 4.3 respectively on a 5.0 scale: "I know how well my work location is doing financially" and "My work location removes things that get in the way of progress." The administrative team is committed to improving the ratings of these items, which come from the categories of Business Results and Strategic Planning, throughout the school year by involving more faculty and staff members in planning processes. Furthermore, the administrative team will continue to encourage teacher participation in EESAC meetings where financial items are presented to the committee. Also, they will work on their open-door policy which allows teachers to freely verbalize any concerns they may have as to things that may be impeding them from sufficient professional growth or success. Once these issues have been addressed and corrected, feedback will be provided to teachers so that they know their concerns were listened to and acted upon.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Hialeah Middle School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

Hialeah Middle School rests in 21.8 acres of land in the City of Hialeah, Florida, located at 6027 East 7th Avenue. Hialeah Middle School was established in 1964. In 1998, Hialeah Middle School opened a new media center, three (3) computer labs, and three (3) instructional classrooms in a new wing adjacent to the existing facility. Furthermore, the school holds seven (7) relocatable classrooms. The school's enrollment is highly representative of Miami-Dade County Public Schools' multicultural population. Hialeah Middle School's 1095 students and its surrounding community are predominantly Hispanic, comprising eighty-seven (87) percent of our student body. The majority of the members of our community live in single family homes while some live in apartment buildings. Furthermore, this community is comprised of individuals from lower-middle socioeconomic groups. African-American students account for ten (10) percent, two (2) percent are Non-Hispanic Whites, and less than one (1) percent are Asian/Other. The school has a large varied Exceptional Student Education (ESE) program, ranging from students classified as Specific Learning Disability (SLD) to Profoundly Mentally Handicapped (PMH).

The school employs a total of 133 full-time staff members, and 28 part-time staff members. Out of the full-time staff, there are four (4) administrators, one (1) Media Specialist, one (1) Reading Leader, one (1) Special Education (SPED) Program Specialist, forty-four (44) regular education classroom teachers, twenty-three (23) Special Education (SPED) teachers, four (4) Student Services personnel, fifteen (15) Special Education (SPED) classroom paraprofessionals, eight (8) clerical employees, two (2) computer specialists, two (2) food service personnel, one (1) Community Involvement Specialist, four (4) security personnel, and eleven (11) custodial staff. Of the part-time staff; twenty-two (22) are food service personnel; one (1) is a clerical employee; and one (1) is a security monitor. Of the teaching staff, three (3) are teachers new to this school.

Similar to the student body, the faculty is also reflective of our multicultural society. Specifically, twenty-six (26) percent of teachers and counselors are White, twenty-two (22) are African-American, forty-nine (49) are Hispanic, and three (3) are Asian/Pacific Islander. Moreover, twenty-five (25) percent of the faculty is male while seventy-five (75) percent are female. One (1) teacher is currently nationally board certified, six (6) percent of the instructional staff holds a Doctoral or Educational Specialist degree and thirty-eight (38) percent possess a Master degree.

School Foundation

Leadership:

Leadership was ranked one of the two highest categories for the school on the Organizational Performance Improvement Snapshot. The seven item category addresses a variety of leadership items, including the school's vision and mission and positive work environment. With an average score of 4.7, the self-assessment reflects Hialeah Middle School's high ranking of the administrative team.

District Strategic Planning Alignment:

Strategic Planning, a category comprised of only three items, ranked third in the survey. The average score of 110 staff members was 4.5 on five point scale. While this score is still high, more attention can be given to involving more faculty and staff in long term planning and tools.

Stakeholder Engagement:

The area of Customer and Market Focus also ranked third with an average score of 4.5. One item that addresses keeping in touch with customers ranked highest within the category with a 4.7. The faculty and staff is keenly aware of our customers and work diligently to provide the best services possible to them.

Faculty & Staff:

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

Data/Information/Knowledge Management:

This area of the survey ranked one of the two highest categories with an average score of 4.7. In a review of the items, it is clear that the faculty and staff indicated the knowledge of how to measure the quality of their work, analyze the quality of their work, and use the analyses to make decisions about their work. Data is utilized not only to improve student achievement, but also to allow the teacher the opportunity for professional self-reflection.

Education Design:

In an examination of the results of the Organizational Performance Improvement Snapshot, this category ranked second with an average score of 4.6. Faculty and staff indicated that they have control over their work processes and that we have good processes for doing our work.

Performance Results:

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

suspension.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

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

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

• Highly Qualified, Certified Administrators:

Ms. Martha Montiel, Principal, has served the children of Miami-Dade County Public Schools for the last fifteen (15) years and worked specifically as an assistant principal in both low performing and high performing middle schools. Ms. Montiel holds a Bachelor of Arts in English and a Master of Science in Educational Leadership both attained at Florida International University. Her certification is in the areas of English (6-12), Middle Grades (5-9), and Educational Leadership (PK-12). Ms. Montiel began her career as an English teacher at American Senior High School where she worked for two years prior to working with middle school students. She then began teaching at Palm Springs Middle School where she was assigned to work with the student-at-risk population. She served as the team leader and was very involved in the curriculum development as well as intervention strategies that were implemented at the school. Her dedication to her students as well as her commitment to their success, resulted in her being recognized by the 1998 senior class of Hialeah Miami Lakes Senior High School as their "Most Significant Middle School Teacher." She became an Assistant Principal of Curriculum at Carol City Middle School where she worked for three and a half years followed by an additional year and a half at Lawton Chiles Middle School. Her primary focus revolved around the curriculum of the school ensuring that school improvement efforts were implemented in all subject areas. Each year she developed the master schedule to include mandatory remediation courses in reading and mathematics for stanines 1 and 2 students. Her involvement in the Educational Excellence School Advisory Council (EESAC) included assisting in the development of the School Improvement Plan (SIP). In addition, she created numerous opportunities for students to receive recognition for their hard work and efforts to include: quarterly honor roll and perfect attendance assemblies, team assemblies, and end-of-the-year awards night. Ms. Montiel became the Principal of Hialeah Middle School in August 2003. She designed the master schedule to ensure that remedial classes were developed in reading and mathematics for all Level 1 and 2 students, implemented before/during/after school tutorial for the aforementioned students and a Saturday Scholar Academy ten weeks prior to the Florida Comprehensive Assessment Test (FCAT) to review previously covered benchmarks. Ms. Montiel also coordinated a writing process program for all eighth grade students. As a result of her leadership, the percent of students meeting high standards increased in mathematics by 4 percent, in reading by twelve (12) percent, in writing by 9 percent, and the number of sixth grade Level 1 students in reading decreased by twenty-two (22) percent. Ms. Montiel will continue to work collaboratively with the faculty, students, parents, and business leaders to ensure that Hialeah Middle School meets Adequate Yearly Progress (AYP) and provides each and every student with a quality education.

Ms. Inez Arias, Assistant Principal, has over twelve (12) years of experience in public education. Ms. Arias has served the Miami-Dade County Public School system first as a science teacher in the middle grades and currently as an assistant principal in a middle school. Ms. Arias graduated from Tuskegee University with a Bachelor of Science in Biology and Chemistry. Her educational

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

Mrs. Jacqueline Villazon, Assistant Principal, has over ten years of experience with Miami-Dade County Public Schools. She graduated from Florida International University with a Bachelor of Science degree in Special Education and then furthered her education by obtaining a Master of Science degree in Educational Leadership from Nova Southeastern University. Mrs. Villazon began her teaching career as an Exceptional Student Education teacher where she had an opportunity to work with students of varying exceptionalities. During her tenure as teacher, she also served as the Department Chairperson for the Exceptional Student Education Department. In this position, she worked closely with the entire department and exercised her leadership abilities. Furthermore, Mrs. Villazon received Gifted Endorsement, and as a result, taught students in the gifted department as well. As an administrator, she is responsible for the school's curriculum. She works closely with the leadership team to ensure that Hialeah Middle School is following the district's guidelines for curriculum.

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

• Teacher Mentoring:

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

• School Advisory Council:

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

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

• Extended Learning Opportunities

Hialeah Middle School is currently implementing a before, during, and after-school tutorial program which focuses on student remediation in the areas of reading, writing, and mathematics identified by benchmark areas requiring remediation. Tutoring will target all FCAT Level 1 and 2 students in grades six, seven, and eight in reading, writing, and mathematics identified by benchmark areas requiring remediation. Tutoring will be structured whereby students are assigned to teachers by instructional strands. Areas of remediation will be reinforced during tutoring, which will be held before and after school Monday through Thursday and will also be available to students on Saturdays. Students in the lowest twenty-five (25) percentile in Reading, Writing, and Mathematics will be involved in small group instruction and pull-out groups. Tutorial services will also be made available to students on Saturdays ten (10) weeks prior to testing. The focus of the Saturday Scholar Academy will be to reinforce tested benchmarks on the upcoming March 2007 FCAT. Several research-based programs and materials will be used during tutoring such as Aim Higher! and SuccessMaker. As a result of this program, the percentage of students achieving a Level 1 or 2 on the 2007 FCAT-Reading and Mathematics Assessments and below a 3.5 on the 2007-Writing Plus Assessment will decrease.

• School Wide Improvement Model

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

1. DATA DISAGGREGATION

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

2. TIMELINE DEVELOPMENT

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

3. INSTRUCTIONAL FOCUS

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

4. ASSESSMENT

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

5. TUTORIALS

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

6. ENRICHMENT

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

7. MAINTENANCE

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

8. MONITORING

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

9. PROFESSIONAL DEVELOPMENT

Faculty and staff will participate in several professional development activities throughout the school year based on a needs assessment which was conducted at the commencement of the year. This assessment demonstrates the areas that faculty and staff feel would be beneficial for them based on their needs and area of certification.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

Scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading indicate that fifty-four (54) percent of students in grades six through eight scored at or above FCAT achievement Level 3, an increase of twelve (12) percent when compared to the scores for the 2005 administration; fifty-four (54) percent of the students in grades six through eight have achieved a Level 3 or above; thirty-eight (38) percent of the African American subgroup scored at or above Level 3; forty-six (46) percent of the Hispanic subgroup scored at or above Level 3; forty-two (42) percent of the Economically Disadvantaged subgroup scored at or above Level 3; sixteen (16) percent of the Limited English Proficient (LEP) subgroup scored at or above Level 3; and twenty-four (24) percent of the Students With Disabilities (SWD) subgroup scored at or above Level 3. All subgroups, excluding Hispanics, need improvement to meet the No Child Left Behind (NCLB) legislation. Further analysis indicates that additional emphasis needs to be given in Main Idea/ Purpose, Words/ Phrases, Reference/ Research, Comparisons, and Performance Task Items to all six through eight grade students according to grade level performance on the 2006 administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their reading skills as evidenced by fifty-five (55) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), African American students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient (LEP) students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) students will improve their reading skills as evidenced by fifty-one (51) percent of the students achieving Level 3 or above on the 2007 FCAT-Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Student Performance Indicators (SPI), MAZE, interim assessments in reading, and teacher-made assessments to target data-driven instruction, differentiated instruction, and progress monitoring.	Principal, Assistant Principal, Reading Coach, Reading Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Identify and target standard curriculum students who scored at or above achievement Level 3 in Reading in each of the NCLB subgroups for enrollment in advanced academic courses with a more rigorous reading requirement.	Principal, Assistant Principal, Reading Coach	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Provide school wide usage of the program Success Maker which addresses the needs of all the subgroups.	Principal, Reading Coach, Reading Teachers, Media Specialist	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Develop a calendar for the school-wide implementation of FCAT Explorer with grade level assigned passages for progress monitoring.	Principal, Assistant Principal, Reading Coach, Reading Teachers, Language Arts Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Identify the students in all subgroups at	Principal, Assistant Principal,	08/14/06	05/30/07	District-wide	\$0.00

Achievement Level 1 or 2 for the FCAT-Reading as delineated in Adequate Yearly Progress (AYP) disaggregated data to ensure enrollment in Reading or Reading Plus classes.	Language Arts Department Chair			literacy plan	
Provide small group tutoring before school (Tuesdays and Thursdays from 7:20 - 8:20), during, and after school (Tuesdays and Thursdays from 3:45 - 4:45) as well as a Saturday Academy (10 Saturdays prior to the FCAT from 8:30 - 12:30) to review tested Reading SSS and Test-Taking Strategies by cluster to students scoring at Levels 1 or 2 on the FCAT, and a "Scholar Academy" for our high performing students. Students in tutoring will be assessed using a pre- and post-test to monitor academic progress.	Principal, Assistant Principal, Reading Coach, Reading Teachers	08/14/06	05/30/07	District-wide literacy plan	\$8000.00
Develop a grade level pacing guide timeline that is aligned to the district's pacing guide that includes the identification of benchmark clusters to be taught at each grade level based on the data collected.	Principal, Assistant Principal, Language Arts Department Chair	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Monitor the Comprehensive Research-Based Reading Plan throughout the school.	Principal, Assistant Principal, Reading Leader	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

- * Creating Reading Independence through Student Owned Strategies (CRISS)
- * Wild About Words
- * Best Practices
- * Teaching Reading in the Middle Schools
- * Student Performance Indicators (SPI)
- * FCAT Explorer
- * SuccessMaker
- * MAZE
- * Diagnostic Assessments of Reading (DAR)
- * Question Task Cards
- * Implementing Reading Strategies Through Content Area

Evaluation

Formative Assessment(s):

Benchmark Cluster assessments
STAR Reading Computer Adapted Software
READ 180
Rosetta Stone
FCAT Explorer
MAZE
Diagnostic Assessment of Reading
SPI
Interim Assessments

Summative Assessment(s):

2007 FCAT-Reading Assessment

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
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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 2 STATEMENT:

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

Needs Assessment

Scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics indicates that fifty (50) percent of the students in grade six through eight scored at or above FCAT achievement Level 3, an increase of four (4) percent when compared to scores of the 2005 administration; four (4) percent less than the desired fifty-four (54) percent of the students in grades six through eight have achieved a Level 3 or above. In addition, the 2006 Adequate Yearly Progress (AYP) mathematics data indicate that the following subgroups: Economically Disadvantaged, African-American, Hispanic, Limited English Proficiency (LEP), and Students With Disabilities (SWD) did not meet the state requirements for high standards. These subgroups need improvement to meet the No Child Left Behind (NCLB) legislation. Further analysis of the data indicates that additional emphasis needs to be given in Algebraic Thinking and Measurement to all sixth through eighth grade students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Hispanic students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), African-American students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged (ED) students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities (SWD) will improve their mathematics skills as evidenced by fifty-six (56) percent of the students achieving Level 3 or above on the 2007 FCAT-Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use hands-on-activity projects, pictures, diagrams, and concrete materials, abstract complex information, manipulative to explore and provide alternative ways (i.e., CRISS strategies) to learn mathematics.	Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify and target standard curriculum students who scored at or above Achievement Level 3 in mathematics in each of the NCLB subgroups for enrollment in Advanced Academics courses with more rigorous mathematics requirements.	Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop and administer quizzes and alternate assessments, such as biweekly exams at each grade level to assess mastery of the SSS in mathematics.	Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize Student Performance Indicators (SPI)	Principal, Assistant Principal,	08/14/06	05/30/07	District Strategic	\$0.00

and Edusoft databases to target data-driven instruction for students.	Mathematics Department Chairperson, Mathematics Teachers			Plan	
Incorporate real world problems/activities in mathematics lessons that will prepare students for the work/school to career transition.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize computer based activities incorporating the use of manipulative, problem solving, critical thinking, communication, and technology models or practice skills to represent mathematics concepts.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Include parental involvement in building mathematics skills for their child through Math Family Night, parenting newsletters and home learning assignments that require parental assistance.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide small group tutoring in mathematics for students scoring Level 1 and 2 on the FCAT before school (Mondays and Wednesdays from 7:20 - 8:20), during, and after school (Mondays and Wednesdays from 3:45 - 4:45) including each subgroup identified in the NCLB requirements. Students in tutoring will be assessed using a pre- and post-test to monitor academic progress.	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$8000.00
Implement a mathematics pacing guide including course specific benchmarks, as well as state adopted textbook and supplementary materials.	Principal, Assistant Principal, Mathematics Department Chairperson	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify the students in all subgroups or Achievement Levels 1 and 2 of the FCAT Mathematics Assessment as delineated in Adequate Yearly Progress (AYP) disaggregated data and provide individualized activities for these students. (take-home packets targeting a different strand each month) .	Principal, Assistant Principal, Mathematics Department Chairperson, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

Formative Assessment(s):

Bi-weekly exams
Pre and Post Tests
Edusoft
SPI
District Interim Assessments

Summative Assessment(s):

2007 FCAT-Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

Scores on the 2006 FCAT Writing subtest indicate that eighty-nine (89) percent of students in grade eight scored at or above FCAT state mastery level of 3.5, an increase of nine (9) percent when compared to the scores of the 2005 administration. Assessment indicates a need for improvement, since eleven (11) percent of the eighth grade population is not meeting high standards. Therefore, all students in grades six through eight will continue to be targeted in order to improve writing skills and monitor improvement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their writing performance skills as evidenced by ninety (90) percent of the students scoring a 3.5 or above on the 2007 FCAT-Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop quarterly writing assessments, pretest/ posttest, and school wide FCAT Writing simulations to assess mastery of the SSS.	Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize Student Performance Indicators (SPI) databases to target data-driven instruction for students.	Principal, Assistant Principal, Language Arts Department Chairperson, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement literacy events such as the Author's Tea and other writing contests that allow students to be recognized for their efforts and be exposed to different forms of writing.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify and target standard curriculum students who scored at or above Achievement Level 3.5 in writing in each of the NCLB subgroups for enrollment in advanced academics courses with a more rigorous writing requirement.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement writing across the curriculum.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop a writing pacing guide for grades six through eight designed to promote and assess student writing skill development in all subgroups of the NCLB.	Principal, Assistant Principal, Language Arts Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

- * Creating Reading Independence through Student Owned Strategies (CRISS)
- * Writing Best Practices
- * Wild About Words
- * Holistic Scoring the Writing Process

Evaluation

Formative Assessment(s):

Sample Writing Prompts
Teacher-Generated Assessments
Unit Reviews

Summative Assessment(s):

2007 FCAT-Writing Plus Assessment

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

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

Needs Assessment

Scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Science indicate that twenty (20) percent of students in the eighth grade achieved a Level 3 or above. Furthermore, based on the content cluster analysis, there was a two (2) percentage point decrease in the percentage correct on the Physical-Chemical Science subsection, indicating a need for further intervention and strategies for improving the percentage correct in the 2007 FCAT-Science Assessment.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by forty-five (45) percent of students achieving a Level 3 or above on the 2007 FCAT-Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote and infuse reading and writing activities into the science curriculum utilizing the Daily Science Reinforcers.	Assistant Principal, Science Teachers, Reading Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide small group tutoring in science for students who did not meet high standards (Mondays and Wednesdays from 3:45 - 4:45) including each subgroup identified in the NCLB requirements. Students in tutoring will be assessed using a pre- and post-test to monitor academic progress.	Principal, Assistant Principal, Science Department Chairperson	08/14/06	05/30/07	District Strategic Plan	\$8000.00
Implement a science pacing guide and quarterly assessments.	Principal, Assistant Principal, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Host a Math and Science Family Night	Principal, Assistant Principal, Science Department Chairperson	08/16/06	05/30/07	District Strategic Plan	\$0.00
Implement Creating Reading Independence through Student- owned Strategies (CRISS) strategies in weekly science lesson plans.	Principal, Assistant Principal, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

- * Florida Science Series-Glencoe
- * Miami-Dade County Public School's Comprehensive Science and Mathematics Plan
- * Competency Based Curriculum
- * Sunshine State Standards
- * Pacing Guides

Professional Development

- * Creating Reading Independence through Student-owned Strategies (CRISS)
- * Riverdeep
- * FCAT Science Instruction and Strategies
- * Edusoft

Evaluation

Formative Assessment(s):

Glencoe Unit Assessments
Teacher-Generated Assessments
Department Quizzes and/or Tests

Summative Assessment(s):

2007 FCAT-Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Hialeah Middle School will increase parental involvement in school activities.

Needs Assessment

The 2005-2006 School Climate Survey indicates that parents have a favorable opinion of Hialeah Middle School as indicated in the overall grade of "B-" that was given to the school. Furthermore, parents believe that effective teaching methods are being implemented in the instructional classrooms. The school is free from violence, gang activity, substance abuse, and the principal and school staff respond to parents in a timely and appropriate manner. However, the lack of parental involvement at meetings during the 2005-2006 school year, as evidenced by an average attendance of 20 parents per meeting, indicates a need for programs that target parental concerns and issues facing the middle school child.

Measurable Objective

Given an emphasis on parental involvement, there will be an increase of fifteen (15) percentage points in parental participation at meetings during the 2006-2007 school year as compared to the percent of participation during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement school events which will attract parents such as Author's Tea, PTSA workshops, Open House, and Family Nights.	Principal, Assistant Principal, Department Chairpersons	08/14/06	05/30/07	Community Partnerships	\$0.00
Issue "Home Learning" passes as an incentive to students whose parent attends PTSA meetings.	Principal, Assistant Principal, Department Chairpersons	08/14/06	05/30/07	District Strategic Plan	\$0.00
Communicate information through flyers, announcements, parent newsletter, school's website, and marquee.	Principal, Assistant Principal	08/14/06	05/30/07	Community Partnerships	\$0.00
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information, and the website.	Assistant Principal, Department Chairpersons	08/14/06	05/30/07	District Strategic Plan	\$0.00
Offer PTSA meetings at various times to accommodate parents' schedules.	Principal, Assistant Principal, PTSA Board	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

* Workshop for promoting a customer-friendly environment

* Community Involvement Specialist, provided through District Title I funds, will be the catalyst for all parental professional development and will serve as a liaison between parents and the school's staff.

Evaluation

Sign-in sheets for meetings and workshops will be utilized to document parental participation during the 2006-2007 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

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

Needs Assessment

Based on a report generated through Cognos, fourteen (14) percent of Hialeah Middle School's student body was placed on outdoor suspension during the 2005-2006 school year. This percentage indicates a need for alternate discipline measures.

Measurable Objective

Given an emphasis on a safe and orderly environment and the Student Code of Conduct, student behavior will improve as evidenced by a two (2) percentage point 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		
Increase parental involvement in issues pertaining to student discipline.	Principal, Assistant Principal	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Provide alternate discipline strategies in lieu of outdoor suspension.	Principal, Assistant Principal, Counselors	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Provide mediation through grade level counselors.	Principal, Assistant Principal, Counselors	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Counsel students experiencing similar difficulties.	Principal, Assistant Principal, Counselors	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Provide referrals to outside counseling agencies.	Principal, Assistant Principal, Counselors	08/14/06	05/30/07	Mentoring Opportunities	\$0.00

Research-Based Programs

* Assertive Discipline by Lee Canter

Professional Development

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

Evaluation

The percentage of students on outdoor suspension during the 2006-2007 school year will decrease by two (2) percentage points as evidenced by a report generated through Cognos.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Hialeah Middle School's Level 1 students will increase their usage of SuccessMaker during the 2006-2007 school year.

Needs Assessment

Based on the usage data obtained from SuccessMaker, students at Hialeah Middle School were making insufficient usage of the this program during the 2005-2006 school year as evidenced by thirty (30) percent of the student population logging on to the program.

Measurable Objective

Given an emphasis on the use of technology in education, all students in Level 1 will augment their use of SuccessMaker by twenty (20) percentage points as evidenced by the usage report through SuccessMaker when compared to the percent usage during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze FCAT results to drive instruction.	Principal, Assistant Principal, Language Arts Department Chair	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Utilize data from SuccessMaker to predict areas of remediation.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Analyze SuccessMaker results for pull-out groups in Level 1.	Principal, Assistant Principal, Language Arts Teacher	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Utilize SuccessMaker during tutorial services for progress monitoring of Achievement Level 1 students. (Tuesdays and Wednesdays from 3:45 to 4:45)	Principal, Assistant Principal, Tutors	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Monitor monthly assessments of FCAT benchmarks through the use of departmental calendars.	Principal, Assistant Principal, Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

* SuccessMaker

Professional Development

* SuccessMaker

Evaluation

SuccessMaker's usage report will demonstrate an increase of twenty (20) percentage point increase in the use of the program.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

The 2005-2006 Physical Fitness test summary indicates that eighty-seven (87) of the students participating in the FITNESSGRAM received awards.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by ninety (90) percent of the students passing the one mile test on the 2006-2007 administration of the FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal, Assistant Principal, Physical Education Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Students will participate in a wide variety of physical activities to develop and maintain fitness.	Principal, Assistant Principal, Physical Education Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Motivate students to set long-term objectives and plan their own personal fitness programs.	Principal, Assistant Principal, Physical Education Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer a pre-test to determine baseline measures.	Principal, Assistant Principal, Physical Education Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use an after-school fitness challenge to improve scores.	Principal, Assistant Principal, Physical Education Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

* FITNESSGRAM

Professional Development

* Health and Fitness Workshop

Evaluation

The 2006-2007 Physical Fitness test summary will indicate a three (3) percent increase in the number of students passing the FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Hialeah Middle School will increase student enrollment in the Advanced Academics program by fifteen (15) percent.

Needs Assessment

Based on the 2005-2006 enrollment data, thirty-two (32) percent of the student population was enrolled in Advanced Academics courses. This indicates a need to increase the number of students identified as meeting the criteria for participation in these courses.

Measurable Objective

Given emphasis on the benefits of participating in the Advanced Academics program, there will be a fifteen (15) percentage point increase in the number of students enrolled 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		
Ensure that all ESOL students are provided with programmatic assessments in core areas upon entering Hialeah Middle School.	Principal, Assistant Principal, ESOL Counselor, ESOL Teachers	08/14/06	05/30/07	Dual Language Education	\$0.00
Review and analyze the 2005-2006 reading and mathematics FCAT norm referenced scores to determine those students who scored in the 98th and 99th percentile.	Principal, Assistant Principal, Counselors	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Encourage teachers to utilize the gifted student nomination form for students who exhibit outstanding academic performance.	Assistant Principal, Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Inform parents via flyers, team meetings and the curriculum bulletin of advanced academics classes.	Principal, Assistant Principal, Department Chairpersons, Team Leaders, Community Involvement Specialist	08/14/06	05/30/07	School-to-Career	\$0.00
Encourage students through the articulation process to consider placement in Advanced Academics courses.	Principal, Assistant Principal, Teachers, Counselors	08/14/06	05/30/07	Transition and Articulation Programs	\$0.00
Incorporate career-oriented materials in the gifted classes so students may explore the school-to-career transition.	Assistant Principal, Advanced Academics Teachers, Career Specialist	08/14/06	05/30/07	School-to-Career	\$0.00

Research-Based Programs

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

Professional Development

- * Courses in Gifted education
- * Train teachers in the identification of students who may qualify for advanced academic courses
- * Curriculum Differentiation for gifted students

Evaluation

The enrollment data provided by an ITS generated report will demonstrate a fifteen (15) percent increase in student enrollment in the Advanced Academics program.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Hialeah Middle School will improve its ranking on the State of Florida ROI Index Publication.

Needs Assessment

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

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify lowest quartile students early and provide additional assistance	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Reallocate school resources to better implement teaching, learning, and class-size mandates	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase research-based materials and utilize the district warehouse for materials/supplies	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use purchased programs effectively and increase student participation	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase participation in programs provided by the Department of Education, such as FCAT Explorer	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize school and district in-service training	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Analyze student data to identify effective strategies to meet their needs.	Principal, Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

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

EESAC Compliance

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

Budget:

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

Training:

The EESAC recommended that departments send representatives to District/Regional Center workshops and the information be disseminated to appropriate staff. District and Regional Center personnel are available for on-site development to continue to enhance skills and ensure quality instruction.

Instructional Materials:

The EESAC recommended that a class set and home set of state-adopted textbooks in all core academic areas be available to teachers and students. Additional books will be ordered as necessary. Materials that support Sunshine State Standards (SSS) are purchased. Computer software is available. The school utilizes District, State, and vendor SSS materials.

Technology:

The EESAC recommended that technology should continue to be upgraded at Hialeah Middle School. The E-Rate has given each classroom internet access. The Accelerated Reader program is used to enhance reading skills. The QZAB project has made an impact on the number of additional computers this school has purchased. Software is continuously purchased and upgraded.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

The EESAC recommended that monies be allocated for tutoring, before and after school, and a Saturday Academy to help remediate students whose scores in reading and mathematics are Level 1 and 2. The EESAC recommended supplementary materials be utilized and that all monies directly impact students through educational programs and initiatives.

Benchmarking:

The EESAC recommended that the language arts, mathematics, and science departments utilize the pre-test, post-test, and mid-year review of student achievement in acquiring benchmark skills in preparation for the FCAT. All staff members are familiar with the objectives and incorporate the strategies into daily lesson plans.

School Safety & Discipline:

The EESAC recommended a zero tolerance policy for violence. All staff members take an active role to ensure the safety of students and staff. A sign-in table at the entrance to the school provides for an added security measure to monitor visitors in the building.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$8,000.00
Goal 2: Mathematics	\$8,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$8,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$24,000.00

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