
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6411 - Horace Mann Middle School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Pamela Johnson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Horace Mann Middle School

Horace Mann Middle School is located in the village of El Portal, approximately one mile east of the Interstate 95 exit and half a mile south of Miami Shores. Horace Mann Middle was built in 1948 and is situated on 16.5 acres that are beautifully landscaped. The school is considered one of Miami-Dade County's best kept secrets. The immediate neighborhood is comprised of residential homes which average over a quarter of a million dollars. The student population is approximately 900 students in grades six through eight. Horace Mann Middle School is proud of its ethnic diversity: many students are of Haitian descent or come from Spanish-Speaking countries. Horace Mann Middle School actively works to develop resources in the students'/parents' home language. Additionally, the staff implements a school-wide attendance incentive program that rewards good attendance at the end of every nine weeks.

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Level I Students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the lowest 25 percent will make learning gains.

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, at least 50 percent students in the lowest 25 percent will make learning gains.

Given instruction using the Sunshine State Standards, the percentage of all grade eight students scoring at FCAT Writing Achievement Level 4.0 or higher will increase by 1 percent on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 41 percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science Test.

Given school wide focus on parental involvement, parents attending related school-sponsored activities will increase by 5 percentage points based on 2005-2006 parental attendance rosters.

Given an emphasis on providing a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor/indoor suspensions processed during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on infusing the use of technology across the curriculum, professional development will be conducted to guide teachers in the development of an action plan for teacher and student use of technology to approach the district average of 2.3 and 2.4, respectively.

Given instruction using the Sunshine State Standards, the percentage of Physical Education students will increase to 51 percent on the 2006-2007 administration of the Physical Fitness Test (FITNESSGRAM) as compared to the 2005-2006 school year.

Given instruction in home room and the enrichment classes during the Academic Improvement Period (AIP), the percentage of students participating in cultural literacy classes will increase as compared to 2005 - 2006.

Horace Mann Middle will improve its ranking on the State of Florida ROI index publication from the 15 percentile in 2005 to the 20th percentile on the next publication of the index.

A comparison of the average score by categories from the organizational improvement snapshot survey conducted in September 2006 indicates a need for improvement in the following categories: Business Results, Human Resource Focus, Strategic Planning and Process Management. To foster improvement in these areas, the administrative staff will seek to provide more collaborative opportunities for faculty and staff empowerment in all facets of school site operations and facilitate discussions regarding the school's operating budget.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Horace Mann Middle School

VISION

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

MISSION

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

CORE VALUES

EXCELLENCE

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

INTEGRITY

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

EQUITY

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

CITIZENSHIP

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

School Demographics

Horace Mann Middle School is a Center for Applied Technology- a schoolwide computer magnet. Horace Mann Middle School is unique in its small, hometown ambience within the confines of a metropolis, is located in the heart of Miami-Dade County in the city of El Portal. Horace Mann Middle School was built in 1948 and the facilities have been continuously upgraded. The original building was recently upgraded with modernized electrical, plumbing, and cooling systems. In 2003, a new wing was added with sixteen additional classrooms. The Florida Diagnostic Learning Resource System (FLDRS) is located on the campus of Horace Mann Middle School.

Horace Mann Middle School is a Title I school with a student population which is 83 percent Black, 14 percent Hispanic, 1.3 percent White, and 1.5 percent Other. Additionally, 9.4 percent of the students are Limited English Proficient (LEP). Twelve percent of our students are enrolled in Exceptional Student Education (ESE) classes of which 6 percent are Gifted. The students' mobility rate is 29, and the daily student attendance average is 94.9 percent.

Horace Mann Middle School takes pride in its multicultural diversity of both students, faculty and staff. All members of the instructional staff are certified and qualified. The demographics of our current instructional staff are as follows: one principal, two assistant principals, one dean of discipline, one community involvement specialist, two reading coaches, one math coach, one career specialist, one media specialist, one behavior management teacher, one magnet lead teacher, two counselors, five paraprofessionals, eight clerical workers, 11 custodians (10 full-time, one part-time), 10 security monitors (six full-time/four part-time), 13 cafeteria staff (two managers, 11 part-time staff), 42 regular classroom teachers, 11 Exceptional Student Education (ESE) teachers, three English as a Second Language (ESOL) teachers.

Of these 56 are instructional staff members. Of the total school staff, 67 percent are female, 33 percent are male. In terms of diversity, 71.5 percent Black, 14.7 percent Hispanic, 11.7 percent White, and 1.8 percent Asian/Other. Thirty percent of the staff possess advanced degrees. This includes 19 master's degrees, eight specialist's degrees, and two doctoral degrees.

School Foundation

Leadership:

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

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

The Educational Excellence School Advisory Council (EESAC) at Horace Mann Middle works diligently with

faculty, staff and the community leaders to foster professional collaboration that supports the school's vision and mission. This is done through monthly meetings every third Wednesday of the month where the progress of SIP goals are analyzed by reviewing budget, training, instructional materials, technology, staffing, student support services, school safety, discipline and other matters of resource allocation, and benchmarking. Available resources are discussed in detail and recommendations are made through voting procedures.

Faculty & Staff:

All members of the instructional staff are certified and qualified. The demographics of our current instructional staff are as follows: one principal, two assistant principals, one dean of discipline, one community involvement specialist, two reading coaches, one math coach, one career specialist, one media specialist, one behavior management teacher, one magnet lead teacher, two counselors, 42 regular classroom teachers, 11 Exceptional Student Education (ESE) teachers, three English as a Second Language (ESOL) teachers, five paraprofessionals, eight clerical workers, 11 custodians (10 full-time, one part-time), 10 security monitors (six full-time/four part-time), 13 cafeteria staff (two managers, 11 part-time staff).

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

Data/Information/Knowledge Management:

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

Education Design:

There are six inter-disciplinary teams. These teams share the same group of students. Attendance is monitored through an Assistant Principal and a school-wide Schoolwide Incentive Program is in place.

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

Performance Results:

For the 2006-2007 school year, Horace Mann Middle anticipates improvement in student academic performance through a renewed emphasis on academic achievement and increased attendance. There is also a focus on character development and behavior modification. The implementation of the Continuous Improvement Model (CIM) has been

intensified schoolwide using: the PDSA Cycle, Instructional Focus Calendars (IF,) and the Eight Step Process to guide classroom instruction.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Adderly, Patty-200141, Blaise, Rose-277725, will implement all reading programs in 6th grade for all level one students. Manresa, Mario- 259804, McQueen-Hall, Esther-133191, Padro, Jaime- 186556, Tejera, Angelica- 282208, Wright, Lutricia- 152007, Thornton, Annis- 254799, Bell, Lisa-247962, will implement all reading programs in 7th and 8th grade for all level one students. Bostick-Roig, Bernadette- 135728-Reading Coach, Sharif, Medeia- 263650- Reading Coach, Morton, Randolph- 275735- Media Specialist, will provide support to our staff and students in the area of reading.

Beaubrum Harry-221419 Mathematics 5-9/ Damas Djana -172909 Mathematics 5-9/ Lalane Vilbrum- 134482 Mathematics 5-9/ Rennalls Patricia -153802 Mathematics 6-12/Davis Theresa-064702 EMH K-12, ESE/ Gibson Tracy-218323, Emotionally Handicapped/ Jackson Samuela-170458 Elementary Education 1-6, ESE Mathematics, ESOL Endorsement, ESE K-12/ Reid Isabel- 260178 Mathematics 5-9/ Rodney Nolalee- 270100 Emotionally Handicap/ Washington-Dean, Gayle- 183635 Educational Leadership/ Webb Edna-099183, Mathematics 5-9/Williams, Regina-1544400 Mathematics 5-9, Gifted Endorsement, Elementary Education, Business Education will teach the mathematics classes. Wiltshire, Zena- 174090- mathematics coach, will provide support for all mathematics teachers.

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

• Highly Qualified, Certified Administrators:

Pamela J. Johnson, Principal

Ms. Johnson began her first principalship at Horace Mann Middle School in June of 2006. Ms. Johnson's primary focus this school year is to improve student achievement, infuse and improve the use of technology school-wide and to promote effective character development among the student population.

Ms. Johnson is a product of the Miami-Dade County Public School System, graduating from Miami Northwestern Senior High School in 1973. She continued her undergraduate and post-graduate education in the State of Florida, graduating from Florida State University in 1977 with a Bachelor's degree in Government. She attended graduate school at Florida International University, obtaining a Master's degree in Public Administration in 1979. After deciding to become a school administrator, Ms. Johnson attended Nova Southeastern University and obtained certification in Educational Leadership in 1998.

Prior to being assigned to Horace Mann Middle School, she served as an Assistant Principal at Glades Middle School, Campbell Drive Middle School and South Dade Senior High School. Ms. Johnson taught Social Studies at Coral Gables High School for the first ten years of her educational career.

During Ms. Johnson's last assignment as an Assistant Principal at Glades Middle School, she served as the Assistant Principal for Curriculum and was responsible for effective curriculum implementation, creating the Master Schedule and articulation. During the 2005-2006 school year, she was selected to participate in the Miami-Dade County Public Schools Principal Preparation

Program. At the end of that same year, she was also selected as the Assistant Principal for the year for the Killian Feeder Pattern in Regional Center V.

Ms. Johnson strongly believes that given the proper foundation, all students can achieve and ultimately become successful, independent adults. It is her mission as the leader of Horace Mann Middle School, to ensure that all students are provided with a strong and comprehensive educational base to build their character for a successful transition into adulthood.

Kevin E. Lawrence, Assistant Principal

Mr. Kevin E. Lawrence is entering his first year as an assistant principal. Prior to this position, he taught Social Studies for seven years in the Miami-Dade County Public School System. The first five years were spent at Charles R. Drew Middle School, in Liberty City. While working at Charles R. Drew Middle School, he served as a Team Leader for three years, a Department Chairperson, Girls' Basketball Head Coach (2000 County Champions), Future Investors Club of America Sponsor (2002 County Champions). In addition, he served as a tutor and mentor for various students.

After leaving Charles R. Drew Middle School, he accepted a position at Parkway Middle School where he served as Team Leader and Curriculum Council Member. During his seven year teaching career, he received numerous accolades: Who's Who Among America's Teachers (2004, 2005, and 2006); he was named one of National Honor Roll's Outstanding American Teachers (2005), Social Studies Teacher of the Year Finalist (2005) and City of Miami Gardens Jaycees Teacher of the Year Finalist (2005–2006).

Mr. Lawrence received a Master's degree in Management and Administration of Educational Programs from Nova Southeastern University and his Bachelor's of Arts degree in Speech Communications from the University of South Florida. Mr. Lawrence, is responsible for numerous tasks at Horace Mann Middle School including school discipline, technology, property control, school security monitors, custodians, plant operations and United Way. Mr. Lawrence's vision is to assist in elevating Horace Mann Middle School into one of the most high performing schools in the Miami-Dade County Public School District.

Dorothy M. de Posada, Assistant Principal

Dorothy M. de Posada is a first year assistant principal for curriculum at Horace Mann Middle School, Center for Applied Technology. Mrs. de Posada's goal is to substantially increase the academic achievement of students through the implementation of the Continuous Improvement Model (CIM) using the teamwork and expertise of the staff, together with increased parent/community involvement.

Mrs. de Posada has a Bachelor of Arts in Literature in Spanish from the University of Massachusetts at Amherst and a Master of Arts in Education- Modern Language Education from Florida International University. Mrs. de Posada holds an Educational Leadership Certificate with coursework from Florida International University and is currently enrolled in the doctoral program for Educational Leadership at Nova Southeastern University.

Her career in public education began at the Center for International Affairs of North Dade Middle School in 1995 where she taught Spanish to native and non-native speakers through the humanities and grammar classes. During the summer of 1997, she taught social studies and geography to students-at-risk in Carol City Middle School. Mrs. de Posada was Magnet Lead Teacher at North Dade Middle School (2001 – 2006) and Ponce de Leon Middle Community School (2000 – 2001) where she also served as the Middle Years Programme (MYP) Coordinator for the International Baccalaureate Organization (IBO) at both these MYP Candidate Schools.

Mrs. de Posada's additional school-site experiences include membership in the following committees and organizations: Education Committee for the City of Coral Gables Chamber of Commerce, EESAC, MYP Steering Committee, Leadership/Literacy Team, Uniform Committee, Discipline Committee, Liaison for the Magnet Booster Club and for Volunteers, PTSA, Thunderbird-Adopt-A-Student Program, Drama Club sponsor, coordinator faculty talent show. In 1995, Mrs. de Posada was the recipient of the Sallie Mae Beginning Teacher of the Year Award from North Dade Middle School and was named the school's Teacher of the Year for 1999.

Mrs. de Posada has written grant proposals which have been funded. She has also been the manager of grant awards such as: The Children's Trust, MetLife BridgeBuilder Grant, Title I Comprehensive School Reform Grant (CSR) for the Continuous Improvement Model (CIM), Title I Inclusion Model Grant, Magnet Schools Assistance Program (MSAP), MSAP Grant Extension for Marketing, Title V Grant, Title I mini-grants, Chase Active Learning Grant, and several Dade Public Education Fund Grants.

• Teacher Mentoring:

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

• School Advisory Council:

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

• Extended Learning Opportunities

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

• School Wide Improvement Model

Horace Mann Middle will implement the Continuous Improvement Model(CIM). Using the PDSA Cycle, faculty and staff will analyze academic data and FCAT test scores to identify strengths and weaknesses in objective area, and develop goals and objectives in a schoolwide Instructional Focus Calendar for reading, mathematics and science benchmarks. Teachers will use the Eight Step Process to guide instruction in the classroom and assess the results of instructional strategies through student academic

performance.

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 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 1 STATEMENT:

Increase reading performance of all students on the 2007 FCAT Reading Test.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 38 percent of students have met the State required mastery level. Of the AYP groups, 36 percent of Black students, 45 percent of Hispanic students, 37 percent of Economically Disadvantaged students, 9 percent of Limited English Proficiency, 9 percent of Students with Disabilities scored at or above grade level in reading. Further assessment of data from the FCAT SSS Content Cluster reveals scores of 54 percent on Reference and Research, 55 percent on Words and Phrases, 56 percent on Main Idea, 59 percent on comparisons. The main area of concern is Reference and Research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Level I Students scoring at FCAT Reading Achievement Level 3 or higher will increase to 51 percent on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the lowest 25 percent will make learning gains.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize intervention programs during school and extended day for students reading below grade level.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers	08/07/06	06/01/07	District-wide literacy plan	\$0.00
Implement the Continuous Improvement Model schoolwide through the Instructional Focus (IF) Calendar.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District-wide literacy plan	\$0.00
Enroll all students scoring Level 1 on the FCAT Reading Test into intensive reading classes.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading	8/07/06	6/01/07	District-wide literacy plan	\$0.00

	Coaches				
Utilize the Media Center to enhance the reading program by book circulation and through reference and research.	Administrators, Media Specialist, Reading Coaches, Reading/Language Arts Chairperson, Reading/Language Arts Teachers	8/7/06	6/01/07	District Strategic Plan	\$0.00
Identify and target students for remediation in all NCLB subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District-wide literacy plan	\$0.00
Use the co-teaching and consultation inclusion models to service Students with Disabilities (SWD) as well as provide accommodations for varied learners.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District-wide literacy plan	\$0.00
Implement after-school tutoring through the All Stars Program and the SES tutor.	Administrators, After-School Program Manager, SES Provider, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Schedule site and district-sponsored staff development on the following: (a) identifying and scheduling students for Advanced Academic classes; (b) data analysis and differentiated instruction (c) enroll students reading on grade level in Language Arts Class using McDougal-Littel Language of Literature.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District-wide literacy plan	\$0.00
Administer school developed monthly and District interim assessments aligned to the Sunshine State Standards tested benchmarks. A data management system (Edusoft) are used to score assessments. School Performance Indicator (SPI) and Snapshot are used to generate disaggregated data reports and redirect classroom instruction for remediation and enrichment.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District-wide literacy plan	\$0.00
Utilize intervention programs by using READ 180 during school for students scoring at FCAT levels 1 and 2 in reading.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District Strategic Plan	\$0.00
Use the School Improvement Zone organizational structure to implement reading in the extended day and evaluate school developed biweekly assessments through Language Arts on reading benchmarks prioritized according to the schoolwide	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District-wide literacy plan	\$0.00

Instructional Focus (IF) Calendar.					
Utilize Classroom Inc., Reading Plus and Accelerated Reader for students reading at fourth grade to one grade level below their current grade level.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	District-wide literacy plan	\$0.00

Research-Based Programs

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

Professional Development

Professional development will be provided to teachers and appropriate staff during the extended professional development days. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, and Reading Plus. Professional development that will enable school-site administrators to support the schoolwide literacy plan will be provided. Professional development on the Continuous Improvement Model (CIM) and the development of a schoolwide Instructional Focus Calendar (IF) will also be provided. Professional development on the Transition Academy will be provided sixth grade teachers and counselors. The School Improvement Zone Curriculum Support Specialists and school-site reading coaches will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Professional development to instructional staff on Florida's Formula and in Reading's Big Five will be provided. Training will continue for teachers in reciprocal teaching and CRISS. All teachers will be trained in the use of Student Performance Indicator (SPI), Snapshot and Edusoft. Teachers will be trained to assist students in setting personalized academic goals based on individualized data.

Teachers will participate in Instructional Focus (IF) workshops to align classroom instruction with tested FCAT Reading benchmarks and to use student achievement data to effect remediation and enrichment. New teachers will receive continuous professional development throughout the year. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Formative monthly and interim benchmark assessments will be administered to all students. For students reading below the fourth grade level (0.0-3.9), the MAZE test will be used for screening and monitoring progress. The D.A.R. will be used for students who do not show progress by November of 2006. Reading Standards Interim Assessments, READ 180 assessments, and writing assessments will be used to monitor progress. District FCAT practice assessments in reading will be administered to all students. The STAR reading test will be administered to determine student reading levels and to modify instruction. The CELLA test will be administered to all ESOL students. All students will take the 2007 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Increase mathematics performance of all students on the 2007 FCAT Mathematics Test.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 39 percent of students have met the State required mastery level and 67 percent have made a year's worth of progress. The number of students in the lowest 25th percentile by grade is as follows: 70 students in grade six; 61 in grade seven; and 89 in grade eight.

Further analysis of content cluster by grade level indicate that 25 percent of sixth graders, 38 percent of seventh graders and 47 percent of eighth graders met high standards on the FCAT mathematics test. This is further evidenced from Content Cluster Mathematics scores of 45 percent on Number Sense, 35 percent on Measurement, 46 percent on Geometry, 35 percent on Algebra and 42 percent on Data Analysis. Improvement data indicates that 27 percent of sixth graders, 74 percent of seventh graders and 81 percent of eighth graders made learning gains on the 2005 FCAT Mathematics Test. Further assessment of the data reveals that 61 percent of our students in grades six through eight have not met the high standards in Mathematics as measured by the 2005 FCAT Test. Areas of concern include Number Sense in sixth grade (25 percent meeting HS), Algebra in seventh grade (22 percent meeting HS) and Measurement in eighth grade (25 percent meeting HS).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 56 percent on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, at least 50 percent students in the lowest 25 percent will make learning gains.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Generate disaggregated data reports to redirect classroom instruction for remediation and enrichment.	Administrators, Mathematics Chairperson, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Focus on the cluster of Number Sense across the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Identify all level 1 students in grades six through eight and place them into intensive mathematics classes in the extended day period.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00

Provide weekly mathematics planning through the use of a curriculum map to support mathematics teachers.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement and monitor procedures to track subgroups' mathematics skills through the use of pre/post/progress tests and online assessments to ensure continuous improvement.	Administrators, Mathematics Chairperson, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Analyze data from SPI, Snapshot and Edusoft to determine the strengths and weaknesses of students, and to implement programs to address the mathematics deficiencies. Each student will complete an Personal FCAT Goal-Setting Worksheet that outlines the student's individual FCAT scores. The intent will be to focus on individual student empowerment and allow him/her to target areas of improvement in order to successfully raise the scores.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Provide weekly mathematics planning and instructional support for teachers with greatest needs.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Utilize technology tools such as calculators and computers to enhance classroom instruction.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Utilize the School Improvement Zone organizational structure to implement Mathematics programs in the extended day/extended year component.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Provide and monitor teachers with in-service training in implementing technological resources across the mathematics curriculum.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement the 8-Step Continuous Improvement Model for School reform to increase mathematics achievement for all students.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement CRISS strategies, test-taking skills, critical thinking strategies and utilization of school/county/state FCAT resources across the mathematics curriculum.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Utilize the before and after school South Florida All-Stars tutorial program (extended day) and SES tutoring program to provide additional assistance to all students. Other	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00

extended day academic assistance will include Riverdeep and FCAT Explorer.					
Use the School Improvement Zone organizational structure to implement mathematics remediation through the extended day program.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Identify and schedule students for Advanced Academic classes	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement monthly and quarterly interim assessments that are aligned to the Sunshine State Standards tested benchmarks.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement Cognitive Tutor for Algebra I students. The Bridge to Algebra for all eighth grade Pre-Algebra students. Algebraic Thinking for all sixth and seventh grade Level 1 and 2 students.	Administrators, Mathematics Chairperson, All Mathematics Teachers	8/7/06	6/01/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level. The School Improvement Zone Curriculum Support Specialists and school-site mathematics leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Provide professional development will be provided on the Instructional Focus Calendar for the Continuous Improvement Model(CIM). Workshops will be conducted with sixth grade teachers implementing the Transition Academy. Teachers will continue to be trained in Creating Independence through Student-owned Strategies (CRISS) intervention for mathematic teachers. Training will be provided to all new teachers in the use of Student Performance Indicator (SPI), Snapshot and Edusoft. All teachers of sixth and seventh grade students using Algebraic Thinking will participate in five day workshops for implementation of this program. Teachers of Algebra I will be trained in the use of Cognitive Tutor. Pre-Algebra teachers in the eighth grade will also be trained to use Bridge to Algebra. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Formative bi-weekly and monthly benchmark assessments will be administered by the teacher along with summative District Mathematics Standards interim assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials. This objective will be evaluated by scores on the 2007 FCAT Mathematics Test. District interim reports will provide formative assessment which will be used to monitor progress toward the objective. Monthly Assessments, Test-Tools, and Edusoft are also part of the evaluative process.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Increase the writing skills of all students.

Needs Assessment

The combined results of the 2006 FCAT Writing Test indicate that 79 percent of grade eight students have scored at 3.5 or higher. The data of the 2006 Mean Scale Score in Expository Writing indicate that eighth grade students scored 3.5 which was .3 points lower when compared to the State mean scale score. The data of the 2006 Mean Scale Score in Persuasive Writing indicates that eighth grade students scored 3.7 which is an increase of .1 over the results of 2005. The data of the 2006 Mean Scale Score in Combined Writing indicates that eighth grade students scored 3.5 which is .1 point increase over the results of 2005. Students need continued practice in expository and persuasive writing in all content areas and opportunities to practice writing skills as follows: organization, support, focus and conventions.

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 using the Sunshine State Standards, the percentage of all grade eight students scoring at FCAT Writing Achievement Level 4.0 or higher will increase by 1 percent on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Utilize best practices and effective learning strategies, such as, CRISS Strategies, Graphic Organizers, One-sentence Summaries, Story Plans, and Journals and peer editing using Florida Writes Rubrics	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Practice writing to develop writing skills, understand holistic scoring, and timed writing throughout the curriculum.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Incorporate writing skills as part of the remedial reading program in the Intensive Plus classes and the eighth period extended day.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Train teachers in the rubric scoring model to assist in grading writing assignments.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement tutorial programs through the South Florida All Stars After School Stars Program.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Involve teachers in data driven decision-making by providing them with all available data. Teachers will disaggregate data and implement an Instructional Focus (IF) Calendar program to address the writing deficiencies of students.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Use the School Improvement Zone	Administrators, Language Arts	8/07/06	6/01/07	District Strategic	\$0.00

organizational structure to implement writing through the extended day program.	Department Chairperson, Reading Coaches, Language Arts/Reading Teachers			Plan	
Utilize the Media Center to enhance the writing program through book circulation, and practice with reference and research.	Administrators, Reading/Language Chairperson, Reading Coach, Classroom Teachers.	8/07/06	6/01/07	District Strategic Plan	\$0.00
Conduct staff development to support best practices and training of teachers in grading the writing requirements.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Administer School Improvement Zone (SIZ) Pretest expository/persuasive writing prompts and analyze student responses to prompts.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

Provide monthly assessments using District prompts to monitor students' progress. Administer the district writing assessment (Pre/Post test) to all students and adjust instruction according to identified needs. Conduct monthly writing assessment in Homeroom classes. This objective will be evaluated by scores on the 2007 FCAT Writing Plus Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Students will increase their science performance skills to meet the state standards.

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that 16 percent of students met high standards. Therefore, eighth grade students need improvement in the areas of Physical and Chemical as evidenced by 64 percent which need to meet this requirement; Scientific Thinking as evidenced by 64 percent which need to meet this requirement; Earth and Space as evidenced by 54 percent which need to meet this requirement; and Life and Environmental as evidenced by 54 percent which need to meet this requirement. This year, concerted instructional effort in this area should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 41 percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the disaggregated data from SPI, Snapshot, and Edusoft to develop a schoolwide Instructional Focus (IF) calendar for annually assessed benchmarks.	Administrators, Science Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Identify and schedule students for advanced academic classes employing data analysis for all assessments.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Use the School Improvement Zone organizational structure to incorporate science programs in the extended day.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Provide students with a minimum of two labs per week, hands on activities, research assignments, and a Science Fair project to enhance content knowledge and FCAT-based skills per strand.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Diasaggregate and analyze the 2006 FCAT Science Test to identify strengths and weaknesses of students in grade eight.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Utilize the district developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades 6 through 8.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Conduct staff development workshops to promote the teaching of science process skills.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project based learning, such as : cooperative groups, hands-0n activities and problem-solving/critical thinking strategies.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Conduct a schoolwide Science Fair for students to demonstrate application of the	Administrators, Science Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00

Scientific Process for students in grades 6 through 8.					
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades 6 through 8.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement the District's Suggested Long Range Science Plans for Middle School together with the recommended pacing guide to the Scope and Sequence designed by the School Improvement Zone in conjunction with a curriculum map developed by the school science department.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Testtools, Riverdeep, Science Voyages-Glencoe, Modern Earth Science-Holt Rinehart Winston, Gizmos.

Professional Development

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

Evaluation

Scores of the 2007 FCAT Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Tests and Quarterly Assessments will be utilized to monitor progress and drive instruction.

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 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 5 STATEMENT:

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

Needs Assessment

An analysis of parental involvement at Horace Mann Middle School reveals low parental participation (247 contacts) in academically related activities. In an effort to reduce this trend, the following needs have been identified: the need for Community Involvement Specialists to make recommendations and coordinate school sponsored activities for parents, the need for more parental workshops which are designed to assist parents in promoting literacy at home (i.e., Family Literacy), the need to recognize for their efforts to promote positive parental involvement.

Measurable Objective

Given school wide focus on parental involvement, parents attending related school-sponsored activities will increase by 5 percentage points based on 2005-2006 parental attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan and implement workshops to empower parents to assist students with home learning activities.	Administrators, Social Worker, Reading Coach, Community Involvement Specialist	8/07/06	6/01/07	District Strategic Plan	\$0.00
Conduct monthly meetings at school in the home languages of the parents to inform and engage parents about school related activities.	Administrators, Community Involvement Specialist	8/07/06	6/01/07	Community Partnerships	\$0.00
Maintain an active PTSA with activities conducted in the home language of the student/parent.	Administrators, Community Involvement Specialist, EESAC Chairperson	8/07/06	6/01/07	District Strategic Plan	\$0.00
Provide an inviting environment for a Parent Resource Center with print rich materials to increase interest and literacy in the student/parent's home language.	Administrators, Community Involvement Specialist, Reading Coaches	8/07/06	6/01/07	District Strategic Plan	\$0.00
Create a student recognition system to promote parental involvement.	Administrators, Community Involvement Specialist, Classroom Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Promote the The Parent Academy (TPA) by encouraging and promoting student and parent involvement using Connect-ED messages in the home language of the students/parents.	Administrators, Community Involvement Specialist, EESAC Chairperson, Classroom Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Utilize the Community Involvement Specialist to communicate with parents through home visits, workshops, and other related activities such as Subject Area/Grade Level Family Night, Open House, student performances, FCAT Preparation Workshops, etc. using the home language of the students/parents.	Administrators, Community Involvement Specialist, Classroom Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

Professional development will be provided through The Parent Academy (TPA), Regional Parent Workshops, District Advisory Council Meetings, and monthly school meetings conducted in the home language of the student.

Evaluation

Workshop Attendance Rosters, Community Involvement Specialist Records, Title I District Assistance Plus Reports, PTSA Membership Rosters, and SAC Attendance Rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

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

Needs Assessment

During 2005 - 2006, 1,650 referrals were processed for indoor suspensions and 560 referrals were written for outdoor suspensions.

Measurable Objective

Given an emphasis on providing a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor/indoor suspensions processed 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		
Implement an incentive program to increase attendance	Administrators, Teachers, Security personnel, Staff members, Trust Counselors, Guidance Counselor	8/07/06	6/01/07	District Strategic Plan	\$0.00
Train students as Peer Mediators to assist in resolving conflicts prior to escalation to lower the number of disciplinary referrals.	Administrators, Counselors, Teachers, Staff members, Trust Counselor, Guidance Counselor	08/07/06	06/01/07	District Strategic Plan	\$0.00
Network with Anti-Bullying Liaison, MDCPS Police, and El Portal Police Department to develop and implement strategies aimed at reducing disciplinary incidents.	Administrators, Anti-Bullying Liaison, MDCPS Police, El Portal Police, Security Personnel, Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Identify classroom management and student discipline training needs and provide appropriate training for the entire staff.	Administrators, Teachers, Security personnel, Staff members, Counselors, Trust Counselor, Guidance Counselor	8/07/06	/0/07	District Strategic Plan	\$0.00
Develop an alternative to school suspension plan through parent intervention conferences with the Trust counselor.	Administrators, Teachers, Security personnel, Staff members, Trust Counselor, Guidance Counselor,	8/07/06	6/01/07	District Strategic Plan	\$0.00
Establish consistent, systematic schoolwide rules and consequences for addressing behavior and discipline problems.	Administrators, Teachers, Security personnel, Staff members, Trust Counselor, Guidance Counselor	8/07/06	6/01/07	District Strategic Plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

Compare 2006-2007 suspension data with the previous year. Compare the 2006 results of School Climate Survey with those of the previous 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 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 7 STATEMENT:

Enhance education for all staff members and students through technology planning and an increase in teacher and student use of technology.

Needs Assessment

Results from the 2004 STaR School Profile report demonstrated that the indicator, Technology Planning, was zero and that Teacher Use of Technology and Student Use of Technology were 2.1 and 2.3, respectively.

Measurable Objective

Given an emphasis on infusing the use of technology across the curriculum, professional development will be conducted to guide teachers in the development of an action plan for teacher and student use of technology to approach the district average of 2.3 and 2.4, respectively.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase availability of internet access to teachers, students and parents.	Administrators, Teachers, Staff members, Department Chairpersons	8/07/06	6/01/07	District Strategic Plan	\$0.00
Utilize grants and other funding sources to improve and increase technology usage throughout the school.	Administrators, Magnet Office School of Choice.	8/07/06	6/01/07	District Strategic Plan	\$0.00
Implement and monitor the use of Excelsior Electronic Gradebook.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide professional development to teachers in the integration of technology across the curriculum to improve student academic performance.	Administrators, Teachers, Staff members, Department Chairpersons	8/07/06	6/01/07	District Strategic Plan	\$0.00
Monitor computer usage by teachers and students on a monthly basis.	Administrators	10/2/2006	6/1/2007	District Strategic Plan	\$0.00
Improve response time of technicians.	Administrators	10/2/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Education Technology Standards (NETS), System for Technology Accountability.

Professional Development

Provide inservices to staff on: technology planning, technology support, and establishing the 21st century classroom. Workshops will be conducted to increase teacher and student access to technology and to increase student use of technology. Conduct professional development to improve teacher technology standards.

Evaluation

Inventory of number of computers in classes, STaR Inventory, Log of computer usage.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

GOAL 8 STATEMENT:

Horace Mann Middle will provide age-appropriate physical activities to attain an optimal level of fitness in all students enrolled in physical education for the 2006-2007 school year.

Needs Assessment

Only 45 percent of the physical education students obtained silver or gold award status according to FITNESSGRAM assessment data.

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of Physical Education students will increase to 51 percent on the 2006-2007 administration of the Physical Fitness Test (FITNESSGRAM) as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote and emphasize the benefits of improving cardiovascular, flexibility, and muscular strength and endurance.	Administrators, Education Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Administer the FITNESSGRAM pre- and post-test to each student to determine fitness progress.	Administrators, Physical Education Teachers	8/07/06	6/01/07	District Strategic Plan	\$0.00
Conduct competitions in physical education classes to improve student performance on the FITNESSGRAM.	Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct workshops on health and nutrition, and to implement strategies to increase student performance on FITNESSGRAM.	Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

District Wide workshops offered by the Life Skills Department.

Evaluation

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

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Students will increase their participation in cultural literacy classes through instruction in homeroom and the enrichment classes during the Academic Improvement Period (AIP).

Needs Assessment

Students who achieved mastery levels on the 2006 administration of the FCAT for Reading and Mathematics needed to be challenged in a broader range of high quality enrichment classes to include cultural literacy, real world experiences and applied technology.

Measurable Objective

Given instruction in home room and the enrichment classes during the Academic Improvement Period (AIP), the percentage of students participating in cultural literacy classes will increase as compared to 2005 - 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development for teachers facilitating Classroom, Inc.	Administrators, Teachers Facilitating Classroom, Inc	8/07/06	6/01/07	District Strategic Plan	\$0.00
Enroll all 6th grade students in Classroom, Inc.	Administrators, Teachers Facilitating Classroom, Inc	8/07/06	6/01/07	District Strategic Plan	\$0.00
Conduct workshops for teachers on the development of cultural literacy in the enrichment classes of the Academic Improvement Period (AIP).	Administrators, Reading Coaches, Math Coach, Teachers Facilitating Classroom, Inc	8/07/06	6/01/07	District Strategic Plan	\$0.00
Encourage teachers to participate in competitions, exhibits, projects and showcases.	Administrators Department Chairs Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Classroom Inc., Learning Express.

Professional Development

During the extended professional development day, professional development will be provided to all homeroom teachers in the use of Classroom, Inc. Professional development will be also be provided to teachers on the implementation of Instructional Focus (IF) benchmarks into enrichment classes with a literacy, math or writing focus for enrichment classes during the AIP period.

Evaluation

Competitions, Showcases, Projects, Increased variety of magnet classes.

GOAL 10: RETURN ON INVESTMENT

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

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

GOAL 10 STATEMENT:

Horace Mann Middle will rank at or above the 20th 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 2005, Horace Mann Middle ranked at the 15th percentile on the State of Florida ROI index.

Measurable Objective

Horace Mann Middle will improve its ranking on the State of Florida ROI index publication from the 15 percentile in 2005 to the 20th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Administrators, Teachers	8/01/05	5/26/06	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrators, Teachers	8/01/05	5/26/06	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators, Teachers	8/01/05	5/26/06	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators, Teachers	8/01/05	5/26/06	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Horace Mann Middle will show progress toward reaching the 20th 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:

The EESAC recommended that mini-budget training be provided to EESAC members.

Training:

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

Instructional Materials:

The EESAC recommended that mini-grant proposals be written to upgrade instructional tools and manipulatives.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
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:	\$0.00

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