

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

Henry H. Filer Middle School (6171)

Feeder Pattern - Hialeah Senior

Regional Center I

District 13 - Miami-Dade

Principal - Julian Cazanias

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Henry H. Filer Middle School, a Title 1 School, is located on 17.68 acres at 531 West 29th Street in Hialeah, Florida. The original building was built in 1956. The school currently has three buildings, including a recently built six classroom building and an eleven classroom modular unit. Henry H. Filer Middle School serves a multi-ethnic community with a large number of immigrant parents and students who have limited English skills and who are economically disadvantaged. Dade partners provide services for school events and donations of funds for student enhancement. The actual number of assigned capacity for Henry H. Filer Middle School is 1,224. This includes 64 percent standard curriculum students, 24 percent ELL students, and 11 percent Special Education (SPED) students. Six percent of the students are enrolled in the gifted program. The racial/ethnic breakdown of students is as follows: 96 percent Hispanic, two percent Black, and two percent White. Currently, there are 97 Level 1 students enrolled in reading, 195 students enrolled in Level 2 reading, and 283 students enrolled in Level 1 and Level 2 mathematics. In the No Child Left Behind (NCLB) subgroups, 96 percent of the students are Hispanic, 18 percent of the students are Students with Learning Disabilities (SWD), 94 percent of the students are Economically Disadvantaged, and 24 percent are English Language Learner (ELL) students. Even with this diverse student population, Filer maintains a teacher-to-student ratio of an average below 25 students.

The number of students retained in grades six and seven at Henry H. Filer Middle School is approximately three percent due partially to the fact that no provisions are given by the district for summer remediation. However, retention in grade eight is almost non-existent since those students not meeting promotion requirements at the end of the school year are provided the opportunity for summer school remediation.

Filer's average daily attendance rate of 95 percent has surpassed the district's rate and has an increasing trend when compared to previous attendance rates for the past three school terms. Academically, Filer has great success in the Read 180 Reading Intervention and the ESOL Computer Programs in addition to the Florida Comprehensive Assessment Test (FCAT) Tutorial Program. Henry H. Filer Middle School is one of two middle schools in the Hialeah Feeder Pattern, receiving students from six elementary schools. The majority of the students attend Hialeah Senior High School. A limited number of students attend Miami Springs Senior High and Barbara Goleman Senior High. Neither of the elementary feeder schools nor Filer's transition schools are part of the school improvement zone.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner (EEL) students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of two percentage points in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 17 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

Given an emphasis on parents working with the instructional staff to improve student achievement, the number of parents attending team meetings as evidenced by attendance rosters will increase from an average of 240 parents during 2006-2007 to an average of 275 parents during 2007-2008.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the STAR Program as evidenced by a 10 percentage point increase in the use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instructions based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase the number of award winners as evidenced by 68 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in chess, journalism, and SECME will increase by five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Henry H. Filer Middle School will improve its ranking on the State of Florida ROI Index publication from the 60th percentile in 2007 to the 61 percentile in the next publication of the index.

The results of the Organizational Performance Improvement Survey indicate that the two areas needing the most improvement are District Strategic Planning Alignment and Faculty and Staff. In the District Strategic Planning Alignment category, the results indicate that the staff is unaware of the progress and affect their work have on their work location. In the Faculty and Staff category, the staff feels that they are satisfied with their jobs and they have a safe workplace. Yet, many feel that they lack the use of their time and talents which limits their ability to progress to the desired ability.

The feedback reflects the need to build a more collaborative and involved community among the staff. The establishing of committees and the planning of professional development during the 2007-2008 school year will focus on the target areas. Modifications and additions will be made as deemed appropriate and necessary to result in improvement.



# School Improvement Plan 2007-2008



## 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.

## 6171 - HENRY H. FILER MIDDLE SCHOOL

### VISION

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

### MISSION

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

### CORE VALUES



# School Improvement Plan 2007-2008



## Honesty, Integrity, and Respect

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

## Fairness and Kindness

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

## Citizenship, Cooperation, and Responsibility

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

## Excellence

We pursue the highest standards in all we do.

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## School Demographics

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### Facility/Community

Henry H. Filer Middle School is located on 17.68 acres at 531 West 29th Street in Hialeah, Florida. The original building was built in 1956. The school currently has three buildings, including a recently built six classroom building and an eleven classroom modular unit in addition to one portable classroom. The actual number of assigned capacity is 1,224. The school is wired for network and Internet access.

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

### Student Demographics

The student membership of Henry H. Filer Middle School is 1224, including 64 percent standard curriculum students, 24 percent English Language Learners (ELL) students, and 11 percent Special Education (SPED) students. Six percent of the students are enrolled in the gifted program. The racial/ethnic breakdown of students is as follows: 96 percent Hispanic, two percent Black, and two percent White. The average daily attendance rate is 95 percent.

Currently, there are 97 Level 1 students enrolled in reading, 195 students enrolled in Level 2 reading, and 283 students enrolled in Level 1 and Level 2 mathematics. The Gifted program is comprised of 79 students in grades six through eight. In the No Child Left Behind (NCLB) subgroups, 96 percent of the students are Hispanic, 18 percent of the students are Students with Learning Disabilities (SWD), 94 percent of the students are Economically Disadvantaged, and 24 percent are English Language Learner (ELL) students.

### Unique Aspects: Advantages

Read 180 Reading Intervention Program  
ESOL Computer Program  
Florida Comprehensive Assessment Test (FCAT) Tutorial Programs (After School and Saturday)  
FCAT Tutorial Programs (Pull-Out)  
Science, Engineering, Communications, Mathematics Enhancement Program (SECME)

### Unique Aspects: Areas of Concern

High Absentee Rate  
Limited Ability of Parents to Implement Educational Plans

### Teacher Demographics

Henry H. Filer Middle School employs five administrators, two support personnel, 66 classroom teachers, three guidance counselors, one career specialist, one TRUST counselor, one media specialist, one community involvement specialist, one part-time and two full-time paraprofessionals, seven full-time and three part-time clerical personnel, one computer specialist, two full-time cafeteria personnel, eight part-time cafeteria personnel, six full-time custodians, two part-time custodians, one zone mechanic, two full-time and five part-time security monitors, and a School Resource Officer. Of the instructional staff, 31 percent hold Masters degrees, four percent hold Specialist degrees and two percent have earned Doctorate degrees. The racial/ethnic breakdown of staff members is as follows: 66 (63 percent) Hispanic, 17 (26 percent) Black, and 7 (11 percent) White. In addition, 41 (62 percent) staff members are females and 25 (38 percent) are males. Overall, Henry H. Filer Middle School employs all full-time and no part-time teacher employees. Filer's leadership team consists of the principal, assistant principals, academic department chairpersons, student services chairperson, and reading coaches. There is no real concern regarding vacancies since they are filled. Consequently, recruitment and retention create no concern.

### Class Size/Teacher-to-Student Ratio

The average class size for each grade level for general education and SPED is 22.  
The student to teacher ratio is 22 to 1 for each grade level.

### Attendance Rate

Henry H. Filer Middle School's attendance has an increasing trend when comparing the yearly average attendance rate for the past three school terms: 2004-05 (94.65), 2005-06 (94.67), and 2006-07 (95.56). Filer's yearly average attendance rate has been above the district's average in each of the past three school terms. The table below shows the comparison.



# School Improvement Plan 2007-2008



School Term	Henry H. Filer	Miami-Dade County
2004-05	94.65	93.87
2005-06	94.60	94.11
2006-07	95.52	94.88

### Promotion/Graduation/Retention Rates

The number of students retained in grades six and seven at Henry H. Filer Middle School is approximately three percent due partially to the fact that no provisions given by the district for summer remediation. However, retention in grade eight is almost non-existence since those students not meeting promotion requirements at the end of the school year are provided the opportunity for summer school remediation. Nonetheless in very few isolated cases, there exist far less than one percent of the failing students in grade eight not meeting the requirements to receive promotion status even after summer school remediation.

### Special Programs

Henry H. Filer Middle School is a Title I School serving approximately 79 gifted students enrolled in the four core subjects and gifted elective courses. In addition, Filer provides advanced classes for a large number of the students in the four core subjects. Other special programs include the Extended Foreign Language (EFL) Program.

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

### School Community Relations/Partners

Henry H. Filer Middle School's Dade partners provide services for school events and donations of funds for student enhancement. The Dade partners include but are not limited to: Nick's Photo Studio (photographer for school events at no cost to students and staff), Better Promotions (incentives for students at no cost) and Valido Moving (services for school events at no cost).

### Grants

Henry H. Filer Middle School has had no grants awarded.

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## ***School Foundation***

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### **Leadership:**

The school's leadership earned an average score of 4.6 on a five point scale on the Miami-Dade County Public School Organizational Performance Self Assessment Survey. The survey reflects that the staff knows the mission and vision of the school. The staff feels that the environment has a supportive and guided leadership which ultimately helps with success on the job. Staff feels they are well informed and expectations are clear.

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

The staff rated the school's strategic planning with score of 4.4 on a five point scale. The staff feels that they work cooperatively on the school's goals and that input is sought and valued. Knowledge of monitoring progress is evident and ongoing.

### **Stakeholder Engagement:**

The survey results indicates that the staff knows who their customers are and have open lines of communication. The rating of 4.6 on a five point scale indicates that employees are empowered to assess their customers' needs and to provide solutions.

### **Faculty & Staff:**

Teamwork received an average score of 4.5 on a five point scale.

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

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

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

The results of the Organizational Performance Improvement Survey indicates that this category received an overall average score of 4.6 on a five point scale. However, in a review of the individual items, the faculty and staff know the quality of their work, how to analyze their work and use these assessments to make the necessary adjustments for improvement. Each of these items received an average score of 4.7 on a five point scale.

### **Education Design:**

The survey indicates that most of the faculty is satisfied with their job and have the resources available to perform their duties. The majority of the parents, students, and community members are satisfied with the performance of the faculty and staff. The academic standards meet all the requirements for a high quality education.

#### **Extended Learning Opportunities**

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

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

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

### **Performance Results:**





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



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

**Schools Offering Primarily Grades 6 through 12**

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

**Different Innovative Approaches to Instruction**

Students that should receive the highest quality of differentiated instruction and innovative approaches to teaching and learning should include students represented in the lowest 25 percent in both reading and mathematics in grades six through eight. Special attention should be given students identified as a part of a NCLB subgroup. At Henry H. Filer, NCLB subgroups represented include Hispanic, SWD, LEP, and Economically Disadvantaged. Students whose 2007 FCAT Level for mathematics and/or reading are enrolled in Intensive Mathematics and/or Reading classes or both.

Responsibility of Teaching Reading for Every Teacher

During the Teacher as Advisor Period, students read independently for thirty minutes on a daily basis. Teachers are encouraged to participate as well. Students select reading materials independently or as a class. To promote comprehension and participation, discussions on reading materials are encouraged and rewarded. Teachers are encouraged in all subject areas to include some aspect of reading in their classes with feedback to assess comprehension.

**Quality professional development for Teachers and Leaders**

Professional development is provided on the basis of need and interest. The entire staff is encouraged to participate in as many of a variety of professional development activities as are available. Professional development is addressed in the following areas in the School Improvement Plan (SIP): reading (pages 13, 14), mathematics (page 16), writing (page 19), and science (page 20).

**Small Learning Communities (SLC)**

Descriptions of how small learning communities allow teachers to personalize instruction to better address student learning styles, strengths, and weaknesses are reflected in the strategies for each of the core subjects tested: reading (pages 13, 14 ), mathematics (page 16), writing (page 19), and science (page 20).

**Intensive intervention in Reading and Mathematics**

Struggling students (lowest 25 percent) are identified and information is disseminated to all teachers in the four core subjects at the onset of school. Areas of weaknesses in both mathematics and reading are documented and through pull-out tutoring, students are remediated through differentiated instructional strategies. Students whose FCAT Reading and/or FCAT Mathematics scores are one or two are enrolled in intensive reading and/or mathematics classes. As a



# School Improvement Plan

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back-up for struggling students in the intensive mathematics classes, a curriculum mirroring the regular scope and sequence for the regular classes are implemented in order to enforce skills ongoing as they are taught. Special supplemental materials in addition to the regular curriculum materials are provided for the intensive mathematics teachers.

Assessment is ongoing and adjustments for review and remediation are planned as indicated by data analysis. Students are provided the opportunity to attend a before and after school tutorial program to address general weakness and their current home learning activities.

### Parental Access and Support

Parents visit outreach centers at schools and communicate with the Community Involvement Specialist (CIS). The electronic gradebook allows parents to remain aware of the child's academic progress regularly, especially those parents having difficulty visiting the school.

### Applied and Integrated Courses

Applied courses offered at Henry H. Filer Middle School include courses linked to the technological age of the 21st century. Thus students can see a direct link between the courses taken and their impending need for skills needed to meet with success. Therefore, students are encouraged to enroll in those elective courses that will prepare them for our technological and ever changing society.

### Course Choice Based on Student Goals/Interests/Talent

In the current age of technology, educators have to compete for students' interest. An individual responds positively to what interests him/her most. For that reason, students take pride in that which is of interest to them. They are dedicated to the success of the undertaken endeavor since it is their interest instead of something mandated of them.

### Master Schedules Based on Student Needs

The master schedule is centered around the offerings needed by student test scores and/or student interest. For example, intensive mathematics and reading courses are scheduled to remediate students whose FCAT Level is one or two. Those students' needs must be adhered to even if teachers are uncomfortable with the course. Teachers' schedules are created based more on their strengths and not necessarily what they just want to teach. However, consideration is given to teacher input.

### Academic and Career Planning

Career fairs are planned in order for students to articulate with individuals from the different aspects of business. Through conversation, students can readily see and understand the necessity of certain skills needed for success in different areas. Thus this aids in assisting students in developing their plan of study and helps them to understand better the counseling when provided them in reference to their futures.

## Reading Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Reading Statement**

Students in grades six through eight will meet high standards in reading on the 2008 administration of the FCAT.

### **Needs Assessment**

The 2007 FCAT Reading scores indicate that 48 percent of the students in grades six through eight did not score at or above grade level (FCAT Level 3 and above) and 37 percent of the students in grades six through eight did not make a year's worth of progress, an increase of eight percentage points as compared to the 2006 FCAT Reading scores. Additionally, 30 percent of the students in grades six through eight in the lowest 25 percent did not make a year's worth of progress, an increase of one percentage point as compared to the 2006 FCAT Reading scores. However, 71 percent of the students in grades six through eight in the lowest 25 percent made a year's worth of progress.

The scores further indicate that students in grade six answered 43 percent of the questions correctly on reference and research and 50 percent of the questions correctly on comparisons. However students in grade six answered 55 percent of the questions correctly on main idea and 60 percent of the questions correctly on words and phrases. In grade seven students answered more than 50 percent of the questions correctly on all strands. In grade eight students answered 57 percent of the questions correctly in words and phrases, 50 percent of the questions correctly in main idea (a decrease of eight percentage points as compared to the 2006 FCAT Reading scores), 43 percent of the questions correctly in comparisons (a decrease of 20 percentage points as compared to the 2006 FCAT Reading scores), and 48 percent of the questions correctly in reference and research.

There exists a high number of students whose FCAT Achievement Level in Reading is one or two. In all subgroups identified by the No Child Left Behind Act (NCLB), less than 45 percent of the students scored at or above grade level in reading. Thus, none of the subgroups made Adequate Yearly Progress (AYP).

### **NCLB Subgroup Target**



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TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 58 percent of the students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Reading.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide CRISS Training for all teachers not previously trained.	Reading Coach, Administrators	08/27/07	05/23/08	Continuous Improvement Model	400
Incorporate a 30 minute reading component in social studies classes.	Reading Coach, Social Studies Teachers, Administrators	8/20/07	5/28/08	Continuous Improvement Model	0
Conduct monthly assessments. Assessments will target FCAT tested benchmarks.	Language Arts(LA) Dept. Chair, LA Teachers, Administrators	8/20/07	5/28/08	Continuous Improvement Model	0
Provide pull-out tutorial sessions for students whose 2007 FCAT Achievement Level meets a criteria identified by the academic leadership team and all subgroups identified by the No Child Left Behind Act. Students will be pulled out of elective classes for 30-minute tutoring sessions at least once a week. Program will be evaluated on results of pre- and post tests.	Reading Coaches, Administrators	10/17/2007	5/28/2008	Continuous Improvement Model	0
Continue to utilize the Read 180 Program for students whose 2007 FCAT Achievement Level is one.	Reading Dept. Chair, Reading Teachers, Administrators	8/20/07	6/04/08	Continuous Improvement Model	0
Follow the district's language arts/reading pacing guide and the department's curriculum mapping in language arts classes as developed by language arts teachers.	LA Dept. Chair, LA Teachers, Administrators	08/20/08	06/04/08	Continuous Improvement Model	0
Incorporate the appropriate grade level components of the Comprehensive Research Reading Plan as part of curriculum planning and implementation.	Administrators, Language Arts Teachers, Reading Teachers	8/20/07	06/04/08	Continuous Improvement Model	0
Continue to provide an after school and Saturday tutorial programs for all students and a before and after school tutorial program for ESOL students. Before school tutorial sessions are held Monday through Thursday from 7:20 a.m. until 8:20 a.m. After school tutorial sessions are held Monday through Thursday from 3:45 p.m. until 4:45 p.m. Saturday sessions start at 9:00 a.m. and end at 12:00 p.m. Progress will be evaluated using pre and post tests.	Reading Coaches, ESOL Dept. Chair, Reading and LA Teachers, Administrators	09/04/07	05/23/08	Continuous Improvement Model	3500
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	0
Use the Regional center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

### Research-Based Programs

Bridges to Literature (levels 1-3) by McDougal Littell  
 Read 180  
 Elements of Literature, Second Course (Holt, Rinehart, and Winston)

### Professional Development

Workshops:  
 Reciprocal Teaching  
 CRISS Training for instructional personnel not previously trained  
 CRISS Training revisited for instructional personnel previously trained  
 FCAT Rubrics (writing and reading)  
 Eight-Step CIM

### Evaluation





# School Improvement Plan 2007-2008



Summative: 2008 FCAT Reading Scores  
Formative: Monthly Assessments  
Pre-and Post Tests  
2008 FCAT Sample Test (from Florida Department of Education)  
District Interim Assessment-Reading

### Mathematics Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### Mathematics Statement

Students in grades six through eight will meet high standards in mathematics on the 2008 administration of the FCAT.

### Needs Assessment

An analysis of the 2007 FCAT Mathematics scores indicate that 40 percent of the students in grades six through eight did not meet high standards and 26 percent of the students in grades six through eight did not make a year's worth of progress. However, 74 percent of all students in grades six through eight made a year's worth of progress and 75 percent of struggling students made a year's worth of progress in mathematics.

The scores further indicate that in grades six the weakest areas of performance were on the measurement strand with students answering 67 percent of the questions incorrectly and the algebraic thinking strands with students answering 62 percent of the questions incorrectly. The strongest area of performance in grade six was the geometry strand with students answering less than 50 percent of the questions incorrectly, but in grade seven it was one of the weakest areas of performance with students answering more than 50 percent of the questions incorrectly. Additional areas of weakness in grade seven were the measurement and algebraic thinking strands with students answering more than 50 percent of the questions incorrectly on each strand.

In the subgroups of the NCLB, 49 percent of the Hispanic students, 51 percent of the Economically Disadvantaged students, 71 percent of the English Language Learner (ELL) students, and 80 percent of the Students With Disabilities in grades six through eight scored below grade level, thus not meeting Adequate Yearly Progress (AYP).

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner (EEL) students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

Given instruction based on the Sunshine State Standards, the Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of students scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test-Mathematics.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development opportunities for teachers to share best practices.	Administrators, Mathematics Dept. Chair	09/10/07	05/28/08	Continuous Improvement Model	0
Continue to provide an after school and Saturday tutorial programs for all students and a before school tutorial program for ESOL students. Before school tutorial sessions are held Monday thru Thursday from 7:20 AM until 8:20 AM. After school tutorial sessions are held Monday thru Thursday from 3:45 PM until 4:45 PM. Saturday sessions start at 9:00 AM and end at 12:00 noon. Progress will be evaluated using pre and post tests.	Mathematics Dept. Chair, ESOL Dept. Chair, Mathematics Teachers, Administrators	09/04/07	05/23/08	Continuous Improvement Model	3500
Provide CRISS Training for all teachers not previously trained.	Reading Coach, Administrators	09/17/07	05/23/08	Continuous Improvement Model	400
Provide pull-out tutorial sessions for students whose 2007 FCAT Scores by strands meet a criteria identified by the academic leadership team and all subgroups identified by the No Child Left Behind Act and students scoring within the lowest 25 percent of the population.	Mathematics Department Chairperson, Administrators	10/01/07	05/23/08	Continuous Improvement Model	0
Conduct monthly assessments. Assessments will target FCAT tested benchmarks. Students will receive incentives based on a criteria established by the mathematics department.	Mathematics Dept. Chair, Mathematics Teachers, Administrators	09/10/2007	05/09/08	Continuous Improvement Model	0
Follow a uniform curriculum mapping and the district's pacing guide within the department by course/grade level.	Administrators, Mathematics Dept. Chair, Mathematics Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Continue to offer intensive mathematics classes for students whose 2007 FCAT Achievement Level is one.	Administrators	08/20/07	06/04/07	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	0
Use the Regional center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	0



# School Improvement Plan 2007-2008



## Research-Based Programs

The following state adopted textbooks by Glencoe Publishing Company:

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

Pre-Algebra

Algebra One

The following state adopted textbooks by McDougal Littell Publishing Company:

Middle School Math (Course 3),

Algebra One: Applications, Equations, and Graphs,

Geometry: Applying, Reasoning, and Measuring

## Professional Development

Workshops:

Reciprocal Teaching

CRISS Training for instructional personnel not previously trained

CRISS Training revisited for instructional personnel previously trained

FCAT Rubrics (short-and extended responses)

Riverdeep Training

Eight-Step CIM

## Evaluation

Summative: 2008 FCAT Mathematics Scores

Formative: Weekly Countdown to FCAT (Glencoe Textbook)

Pre-and Post Tests

2008 FCAT Sample Test (from Florida Department of Education)

Focus Calendar Assessments

Daily/Weekly Class Assessments and Monthly Benchmark Assessments

District's Interim Assessments

## Writing Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Writing Statement**

Students in grade eight will meet high standards in writing on the 2008 administration of the FCAT.

### **Needs Assessment**

The 2007 FCAT Writing scores indicate 12 percent of students in grade eight did not meet state standards on the combined scores. No subgroups identified by NCLB showed improvement of more than one percentage point as required for adequate yearly progress. The total student population showed a decrease of one percentage point as compared to the Hispanic students and Economically Disadvantaged students who showed a decrease of two percentage points and the English Language Learner (EEL) students who showed a decrease of 10 percentage points. However, the Students With Disabilities (SWD) showed a gain of two percentage points, thus meeting the AYP requirement.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of two percentage points in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide incentives for students attending tutoring and the Saturday Writing Academy.	Administrators	12/07/07	05/28/08	Continuous Improvement Model	0
Provide an after school tutorial program and a Saturday Writing Academy for eighth grade students. After school tutorial sessions are held Monday thru Thursday from 3:45 PM until 4:45 PM. Saturday sessions start at 9:00 AM and end at 12:00 Noon. Progress will be evaluated using pre-and post tests.	Language Arts Department Chairperson, Reading Coaches, Language Arts Teachers, Administrators	09/04/07	05/23/08	Continuous Improvement Model	3500
Provide CRISS Training for all teachers not previously trained.	Reading Coach, Administrators	09/17/07	05/23/08	Continuous Improvement Model	400
Incorporate writing using FCAT style prompts in eighth grade social studies classes.	Reading Coach, Social Studies Dept. Chair, Social Studies Teachers, Administrators	08/20/07	05/23/08	Continuous Improvement Model	0
Conduct monthly writing assessments. Assessments will target the writing process.	Language Arts Dept. Chair, LA Teachers, Administrators	08/20/07	05/23/08	Continuous Improvement Model	0

### Research-Based Programs

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

### Professional Development

Workshops:  
 Reciprocal Teaching  
 CRISS Training for instructional personnel not previously trained  
 CRISS Training revisited for instructional personnel previously trained  
 FCAT Rubrics (writing and reading)  
 Eight-Step CIM

### Evaluation

Summative: 2008 FCAT Writing Scores  
 Formative: Pre-and Post Tests  
 Weekly and Monthly Progress Tests

## Science Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Science Statement**

Students in grades eight will improve science skills on the 2008 administration of the FCAT.

### **Needs Assessment**

The 2007 FCAT Science scores indicate that 67 percent of the students in grade eight did not score at or above grade level. Data further indicated that students answered less than 50 percent of the questions correctly in all categories except earth and space science where the answered exactly 50 percent of the questions correctly.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 17 percentage points on the 2008 Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct weekly meetings with district support personnel.	Science Dept. Chair, District Curriculum Support Specialist in Science, Science Teachers, Administrators	08/20/07	05/16/08	Continuous Improvement Model	0
Provide after school and a Saturday tutorial program for all eighth grade students. Tutorial program will begin in January, Monday thru Thursday from 3:45 PM until 4:45 PM. Program will be monitored using pre and post tests.	Science Dept. Chair, Science Teachers, Administrators	09/04/07	05/23/08	Continuous Improvement Model	3500
Provide CRISS Training for all teachers not previously trained.	Reading Coach, Administrators	09/17/07	05/23/08	Continuous Improvement Model	400
Provide incentives for students attending tutoring.	Administrators	10/22/07	05/23/08	Continuous Improvement Model	0
Use Science Activities Packet to increase inquiry based and hands-on activities.	Science Dept. Chair, Science Teachers, Administrators	08/21/07	05/23/08	Continuous Improvement Model	0
Increase the use of labs during weekly planning.	Science Dept. Chair, Science Teachers, Administrators	08/21/07	05/28/08	Continuous Improvement Model	0
Incorporate the use of the Buckle Down with Science workbooks into the science curriculum.	Science Teachers, Administrators	08/20/07	05/28/08	Continuous Improvement Model	300
Conduct monthly assessments. Assessments will target FCAT tested benchmarks.	Science Dept. Chair, Science Teachers, Administrators	08/27/07	05/28/08	Continuous Improvement Model	0
Follow a uniform curriculum mapping and the district's pacing guide within the department by course/grade level.	Science Teachers, Administrators	08/20/07	05/30/08	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Instructional Staff	08/20/07	06/04/08	Continuous Improvement Model	0
Use the Regional center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

### Research-Based Programs

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

### Professional Development

Workshops:  
 Reciprocal Teaching  
 CRISS Training for instructional personnel not previously trained  
 CRISS Training revisited for instructional personnel previously trained  
 FCAT Rubrics (writing and reading)  
 Eight-Step CIM





# School Improvement Plan 2007-2008



## Evaluation

Summative: 2008 FCAT Science Scores  
Formative: Pre, progress, and post tests  
Monthly Assessments

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

Team meetings referencing student achievement are held on Wednesday and Thursday of each week at Henry H. Filer Middle School. Based on sign-in sheets, parent visitations at team meetings during 2006-2007 averaged 240 parents per nine weeks. Also, attendance at the monthly Title I Workshops for Parents was low. Students experiencing difficulty, whose parents become involved, usually demonstrate success or at least a behavior modification.

### Measurable Objective

Given an emphasis on parents working with the instructional staff to improve student achievement, the number of parents attending team meetings as evidenced by attendance rosters will increase from an average of 240 parents during 2006-2007 to an average of 275 parents during 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Survey the needs of parents to improve the ways parents help students at home with their assignments.	Administrators	09/10/07	05/23/08	Other/ Not Applicable	0
Increase the attendance of parents at weekly meetings to effectively monitor the academic progress of students.	Community Involvement Specialist, Administrators	08/30/07	05/19/08	Other/ Not Applicable	0
Communicate more often through newsletters and phone calls to parents to make sure students meet their responsibilities to the school in general.	Administrators, Community Involvement Specialist (CIS)	08/21/07	05/19/08	Other/ Not Applicable	0
Conduct Title I Parent Workshops to help parents cope with the societal problems such as job security, immigration, healthcare, and drugs thus improving the home of students, which will result in higher student achievement.	Administrators, Community Involvement Specialist	08/28/07	05/12/08	Other/ Not Applicable	0
Create a Resource in the school's Media Center to help parents keep informed on the most up to date ways of helping their children succeed in school.	Administrators, Community Involvement Specialist, Media Specialist, Reading Coaches	11/01/07	05/30/08	Other/ Not Applicable	0

### Research-Based Programs

National PTA Standards for Parental Involvement

### Professional Development

Title I Parent Workshops  
 FCAT Preparation Workshops for Parents  
 EESAC Meetings  
 Parent Academy Class Offerings

### Evaluation

This objective will be evaluated by comparing the 2006-2007 school year to the 2007-2008 school year attendance rosters and from 2007-2008 workshops, after school activities, team meetings, and volunteer assignments; school climate and parent surveys, Dade Partners involvement and membership in the PTSA.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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"/>

### **Discipline & Safety Statement**

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

### **Needs Assessment**

The Student Case Management Referral Action Report for the 2006-2007 indicates that there were 287 reported incidents that resulted in students being placed on outdoor suspension. After evaluating and analyzing the data from this report, it has been concluded that 194 were repeated incidents. Therefore, there exists a need to reduce the number of incidents resulting in outdoor suspensions.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain team parent contact logs identifying students with ongoing behavior problems.	Administrators, Team Leaders	08/29/07	05/28/08	Continuous Improvement Model	0
Provide peer counseling sessions for students with continuous behavior problems.	Trust Counselor, Counselors, Administrators	08/20/07	05/28/08	Continuous Improvement Model	0
Conduct opening of school orientations by grade level addressing student behavior and other expectations.	Administrators, Student Services Dept. Chair	08/28/07	08/29/07	Continuous Improvement Model	0
Review with students Filer's expectations as related to student behavior.	Administrators, Faculty and Staff	08/20/07	06/05/08	Continuous Improvement Model	0
Continue distributing Citizenship Honor Roll Rewards at the end of each nine weeks.	Administrators, Student Services Dept. Chair	11/01/07	04/14/08	Continuous Improvement Model	0
Provide incentives at the end of each nine weeks for students exemplifying good behavior.	Administrators, Student Services Dept. Chair	10/26/07	04/11/08	Continuous Improvement Model	1000

### Research-Based Programs

Assertive Discipline

### Professional Development

Workshops and in-services on behavior modification of students.

### Evaluation

This goal will be evaluated by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

## Technology Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Technology Statement**

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

### **Needs Assessment**

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

### Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the STAR Program as evidenced by a 10 percentage point increase in the use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Riverdeep training for all mathematics and science teachers.	Administrators, Science and Mathematics Teachers	09/07/07	04/14/08	Continuous Improvement Model	1200
Provide follow-up training for Language Arts and mathematics Teachers using FCAT Explorer.	Administrators	09/07/07	04/18/08	Continuous Improvement Model	600
Encourage teachers to utilize the technology component of state adopted materials.	Administrators	08/20/07	05/28/08	Continuous Improvement Model	0
Increase the number of computer labs and/or Read 180.	Administrators	09/04/07	05/28/08	Continuous Improvement Model	7500
Create a list of information related to using technology in the classroom.	Administrators	08/20/07	06/05/08	Continuous Improvement Model	0
Use the STAR to determine the reading level of all students.	Reading Coach, Media Specialist, Administrators	08/20/07	05/28/08	Continuous Improvement Model	0

### Research-Based Programs

Read 180  
Riverdeep

### Professional Development

Workshops on computer usage.  
Awareness of software that support district initiatives.  
In-services on the infusion of technology into instruction.

### Evaluation

This objective will be evaluated using the STAR Program reports.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Health & Physical Fitness Statement**

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

### **Needs Assessment**

The Physical Fitness Test Summary Report for 2006-2007 indicates that 63 percent of our students tested were award winners. After evaluating and analyzing the data from this report, it has been concluded that there is a need to increase the number of Gold (150) and Silver (175) Award winners.



### Measurable Objective

Given instructions based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase the number of award winners as evidenced by 68 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administrators, Physical Education (PE) Dept. Chair	08/20/07	05/28/08	Continuous Improvement Model	0
Administer pre-and post-test to determine baseline data.	Administrators, PE Dept. Chair	08/20/07	05/28/08	Continuous Improvement Model	0
Increase the number of cardiovascular and stretching exercises in PE classes.	PE Dept. Chair, Administrators	08/20/07	05/28/08	Continuous Improvement Model	0
Develop a faculty and staff fitness program.	PE Dept Chair, Administrators	08/20/07	05/28/08	Continuous Improvement Model	0
Develop an action plan for the physical education department to meet the goals and objectives as stated.	PE Dept. Chair, Administrators	08/20/07	09/04/07	Continuous Improvement Model	0

### Research-Based Programs

FITNESSGRAM Program

### Professional Development

Provide workshops on importance of fitness/wellness.  
 Create an awareness with the faculty and staff the six natural content strands for physical education.

### Evaluation

This goal will be evaluated by 68 percent of the students meeting high standards during 2007-2008 as measured by the FITNESSGRAM as compared to the 2006-2007 results.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

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

### ***Needs Assessment***

According to the master schedule, enrollment indicates that approximately two percent of the population participated in SECME and /or Chess Class(es) while three percent was enrolled in the journalism class.

### Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in chess, journalism, and SECME will increase by five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote and encourage to select journalism as an elective.	Administrators, Language Art Teachers, Journalism Teacher, Reading Coaches	01/9/08	04/28/08	Academic Enrichment Opportunities	0
Showcase examples of outstanding works written by journalism students.	Administrators, Journalism Teacher	08/20/07	05/28/08	Academic Enrichment Opportunities	0
Inform students about the journalism course offering through academic counseling.	Administrators, Student Services Department	01/09/08	04/28/08	Academic Enrichment Opportunities	0
Encourage students currently enrolled in journalism to visit students enrolled in creative writing classes in other schools.	Administrators, Journalism Teacher, Creative Writing Teacher	08/20/07	05/28/08	Academic Enrichment Opportunities	0
Invite interested students to shadow journalism students during the writing of the school's newspaper for publication.	Administrators, Journalism Teachers, Elective Teachers	01/09/08	04/28/08	Academic Enrichment Opportunities	0

### Research-Based Programs

Writing in the Middle Grades, 6-8

### Professional Development

Workshops:  
 Reciprocal Teaching  
 CRISS Training for instructional personnel not previously trained  
 CRISS Training revisited for instructional personnel previously trained  
 FCAT Rubrics (writing and reading)  
 Eight-Step CIM

### Evaluation

This objective will be evaluated by a five percentage-point increase in the number of students enrolled in chess, journalism, and SECME during the 2007-2008 school year as compared to the 2006-2007 school year.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Henry H. Filer Middle School will rank above the 60th percentile statewide in the ROI index of value and cost effectiveness of its program.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicates that in the 2004-05 school year, Henry H. Filer Middle School ranked in the 60th percentile on the State of Florida ROI Index.

### Measurable Objective

Henry H. Filer Middle School will improve its ranking on the State of Florida ROI Index publication from the 60th percentile in 2007 to the 61 percentile in the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Prepare annual budget expenditures.	Administrators	08/20/07	09/28/07	Continuous Improvement Model	0
Reduce class size for targeted populations.	Administrators	08/20/07	05/28/07	Continuous Improvement Model	0
Collaborate with the district on resource allocations.	Administrators	08/20/07	05/28/08	Continuous Improvement Model	0
Provide professional development coaching for faculty based on student needs.	Administrators, Reading Coaches, Mathematics Department Chair	08/20/07	05/28/08	Continuous Improvement Model	0
Review shared use of facilities, partnering with community agencies.	Administrators	08/20/07	09/28/07	Continuous Improvement Model	0
Provide supplemental materials for remediation.	Administrators	08/20/07	05/28/08	Other/ Not Applicable	12000
Hire hourly and full-time personnel to supplement classes.	Administrators	08/20/07	09/28/07	Continuous Improvement Model	10000

### Research-Based Programs

Bridges to Literature: McDougal Littell  
 Elements of Literature, Second Course: Holt, Rinehart, and Winston  
 Mathematics: Applications and Concepts (Courses 1, 2 & 3): Glencoe Publishing Company  
 Middle School Mathematics (Course 3), Algebra One: Applications, Equations, and Graphs; Geometry: Applying, Reasoning, and Measuring: McDougal Littell Publishing Company  
 Writing in the Middle Grades, 6-8, and Writer's Choice: Grammar and Composition: Glencoe Publishing Company  
 FCAT Prep-Reading Comprehension 8th Grade and FCAT Grade 8 Writing Composition: Queue, Inc.  
 Science Voyages (Levels Red, Green & Blue): Glencoe  
 Read 180  
 FCAT Advantage: Kaplan Series

### Professional Development

Provide opportunities for faculty and staff to understand school budgeting process.  
 Provide opportunities for faculty and staff to understand data analysis.  
 Provide opportunities for faculty and staff to become familiar with best practices related to literacy.  
 Provide opportunities for faculty and staff to become familiar with the interdisciplinary approach to mathematics across the curricula.  
 Provide aspiring assistant principals the opportunities to shadow the principal and assistant principals on overall school operations, especially those issues relating to the budget.  
 Provide opportunities for assistant principals to attend budget conferences.

### Evaluation

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

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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:**

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

**Training:**

The EESAC provides a forum for staff members to voice their concerns relating to Henry H. Filer Middle School's SIP. Additionally, the EESAC allots funds for professional development and for substitute coverage during workshops. Department chairpersons reported to EESAC on activities related to the SIP.

**Instructional Materials:**

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

**Technology:**

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

**Staffing:**

The EESAC members provide resources for maintaining tutorial programs.

**Student Support Services:**

The EESAC provides funds for incentives and rewards for outstanding performance and improvements on FCAT enhanced activities.

**Other Matters of Resource Allocation:**

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

**Benchmarking:**

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

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



EESAC members discuss issues relating to school safety and discipline. Among the topics to be discussed will be the designated lunch schedules and the supervision of students during spill-out.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	3900
Mathematics	3900
Writing	3900
Science	4200
Parental Involvement	0
Discipline & Safety	1000
Technology	9300
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	22000
<b>Total</b>	<b>48200</b>





# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*