

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Highland Oaks Middle School (6241)

Feeder Pattern - Dr. Michael M. Krop Senior

Regional Center II

District 13 - Miami-Dade

Principal - Sally Alayon

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Highland Oaks Middle School in the Dr. Michael M. Krop Senior High School Feeder Pattern, is located in a diverse and evolving urban community where a variety of cultures and nationalities come together to experience the excitement and challenge of cultural diversity. The schools that feed into Highland Oaks Middle are R.K.Bay Harbor, V.A.Boone Highland Oaks, Madie Ives, and Ojus Elementary Schools. The school, built in 1978, on 13.5 acres of land, services 2,155 students and their parents in grades 6-8 on two campuses through a variety of instructional approaches that address a diverse group of learners including standard curriculum, English Language Learners (ELL), Special Education Students (SPED), and gifted. The newly constructed West Campus houses grade six in approximately 58,000 square feet of space approximately 2.2 miles west of our Main Campus.

Our Performance Groups are diverse ranging from Level 1 and Level 2 students in reading and mathematics to advanced, gifted and high school credit offerings to qualified students. The No Child Left Behind (NCLB) subgroups results from the 2006 - 2007 FCAT indicated that adequate progress was not made in reading for English Language Learners (ELL) and Students With Disabilities (SWD). In mathematics, adequate progress was not met for ELL students, SWD students and black students. The focus for 2007-2008 will address these subgroups, in particular.

Highland Oaks Middle School takes pride in its multicultural diversity where 39% of our students are Hispanic, 27% are Black, 30% are White, 4% are Asian/Indian Multiracial.

There are 121 instructional staff members and counselors on both campuses.

The class size average is in state compliance at 20.6 students per class. The attendance rate for last year was approximately 95.38%, and thus far this year, the rate is 97.6%. The retention rate in the eighth grade in 2005-2006 was 2% and in 2006-2007 declined to 1.9%.

Highland Oaks Middle School's Educational Excellence School Advisory Council (EESAC) and its faculty, staff, and community believe that all students are capable of learning. Therefore, there is a concerted effort to develop all students' academic, social, physical, and emotional potential. Through collaboration of this school's stakeholders, it is our goal to create life-long learners and contributing citizens in a democratic, multicultural, and evolving society.

The faculty, staff, parents, and community of Highland Oaks Middle School have carefully examined a wide-range of disaggregated data in the preparation of the development of the 2007-2008 School Improvement Plan. Most significant in this review were strengths and weaknesses in student academic profiles, student attendance, and parental involvement. In order to address these concerns, the Literacy Team will explore student achievement through innovative and existing programs, and the Attendance Committee will closely monitor attendance, targeting those students whose absences and tardies are indicating 3 or more times. Likewise, incentive programs have been developed to encourage consistent attendance. Parental involvement is another targeted area that Highland Oaks Middle School believes can be a major strength in encouraging student achievement. Parental opportunities through workshops, conferences, print communications, telecommunications, and volunteering are some of the ways that contribute to our open door policy.

A grant from CitiBank was written and received for beautification of the grounds between the portables and the main building. Our Scholar Athlete Program received a grant from IMAC to enhance the interscholastic sports program at our school.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 6 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ELL students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.



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Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 6 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 8 will demonstrate their skill proficiency in writing, as evidenced by 91% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase to 67% on the 2008 FCAT Science Test as compared to 42% on the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 of 1836 hours to the 2007-2008 school years of 1930 hours.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease of 10 percentage points in the number of outdoor suspensions in the 2007-2008 school year of 271 compared to 301 in the 2006-2007 school year.

Given an emphasis on the use of technology in the classrooms, 50% of the students will increase their use of technology as evidenced by the computer-based instructional program reports that indicate visitation to the computer labs a minimum of twice a week.

Given instruction based on M-DCPS Competency Based Curriculum in Physical Education and Health related fitness, students in grades 6 through 8 physical education classes will increase the number of annual awards as evidenced by 60% of the students achieving minimum fitness standards in the 2007-2008 FITNESSGRAM Test as compared to 55% of the students in 2006-2007.

Given emphasis on the benefits of participating in vocational and fine arts programs, the percentage of students participating in school clubs and extra curricular activities will increase by 10 percent during the 2007-2008 (267 students) school year as compared to the 2006-2007 (243 students) school year.

Highland Oaks Middle School's Return on Investment percentile ranking will increase by at least one percentage point.

Highland Oaks Middle School continues to reach for excellence by identifying areas for improvement based on the results of the Organizational Performance Improvement Snapshot Survey. One of the opportunities for improvement relates to the overall process management within the school. Opportunities for improvement indicate that there is a modified need to provide readily available information regarding the fiscal forecast for our location. The principal will provide feedback to all major stakeholders and the leadership team concerning financial matters.

This will be achieved through meetings with various entities such as the faculty, EESAC, Curriculum Council, Team Leaders, and the administrative team. The principal, along with the administrative team, will implement strategies for continuous process management and improvement. In regards to faculty, the principal will meet per semester to outline current and future financial needs. Likewise, the EESAC Committee will have a mini budget workshop to discuss the disbursement of funds and provide input on incentives for student achievement. Next, the Curriculum Council (Literacy Team) and Team Leaders meet bi-weekly to forecast resources needed to support instruction and continuous academic improvement. Finally, the administrative staff will continuously plan for daily operations and long-term student achievement.



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.

6241 - HIGHLAND OAKS MIDDLE SCHOOL

VISION

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and a tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all the goals set forth. Highland Oaks Middle School's vision and mission are defined by high academic standards, the middle school philosophy, and the implementation of the most current educational practices so that all students become valuable and productive members of their community and society as a whole.

MISSION

The Highland Oaks Middle School team is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunities for lifelong learning.

CORE VALUES



School Improvement Plan

2007-2008



Highland Oaks Middle School wishes to build a learning community in which students develop knowledge and expertise by interacting with others to co-construct their learning. Our core values are based on building literacy and creativity through engagement, the capacity of the staff to create an effective learning culture, and a solid curriculum foundation for student learning. Clarifying the vision, understanding the philosophy of the program, establishing roles and responsibilities reaching beyond the classroom walls, and incorporating technology into the instruction are on-going processes, which require expertise and commitment. We value the right to promote a culture of excellence by providing purposeful and enriching instruction, ensuring that each student will reach his or her optimal potential. We are committed to generating a spirit of leadership and positive self-concept. It is our goal to involve all stakeholders in accepting responsibility for achievement, along with a vision that the products of this educational institution exceed expectations so that a global society will reap the rewards of our dedication. Our program is inclusive of all students where equity in learning is paramount, facilitating the formation of a life-long informed learner.

School Demographics

Highland Oaks Middle School's Main Campus was built in 1978, whereas, the West Campus for grade six was opened in 2006. The Main Campus is 13.9 acres with 18 classroom portables, and the West Campus is approximately 58,000 square feet. The school is recognized because of its outstanding reputation in academic achievement, safe school environment, exceptional faculty and staff, and strong parental involvement. The school, on two campuses, serves grades six, seven, and eight and is located in northeast Miami-Dade County.

Additionally, the school serves a diverse population within an urban multicultural community with 2,155 students composed of 826 Hispanic, 613 White Non-Hispanic, 632 Black non-Hispanic, and 84 Asian/Indian/Multiracial. The school serves 168 Students With Disabilities and has a Gifted Program consisting of 323 students. The number of students on Free and Reduced Lunch is 1,103.

Attendance data over the past two years indicate a positive trend in student attendance. In 2004 -2005, the average attendance rate was 94%, whereas, in 2006-2007, it averaged 95.38%. This year, thus far, the average is 97.6%. The administrative team has an average of 17 years in the Miami Dade County Public School System and is cognizant of the school's needs and student achievement trends within the school site. All instructional staff at the school site are certified. Student-to-teacher ratios meet state requirements at 20.6 percent. Currently, Highland Oaks Middle School employs 121 instructional staff members and counselors. There are also two part-time instructors who are math and reading pull-out instructors. Fifty-two faculty members have Masters degrees, 10 have Specialist degrees, 4 have Doctoral degrees, 2 are nationally board certified teachers, and 5 are beginning teachers.

The Leadership Team is comprised of the core curricular department chairs who meet on a bi-weekly basis to create and monitor the programs that are ongoing or being developed.

The ethnic composition of the staff is as follows: 67 percent White, 26 percent Black non-Hispanic, and 7 percent Hispanic.

Highland Oaks Middle School serves a diverse student population and offers many services to meet the needs of the community. The population in the surrounding community has increased greatly with the addition of many single-family housing developments, as well as, multi-family developments. The impact of this growth has created many challenges for Highland Oaks Middle School to better serve the community.

Highland Oaks Middle School has been privileged to be awarded several recognitions: Title 3 Grant, United Way Student Campaign awards, numerous extra curricular clubs and sports awards, Golden Apple Award, a Performance Based Pay Policy between UTD and M-DCPS linking teacher pay to performance of student learning gains, and Florida State Performance Pay recognizing Highland Oaks Middle School as an "A" school. Additionally, the implementation of reading enhancement programs, bi-lingual tutoring programs, extensive pull-out programs, after school enrichment classes, academically oriented elective classes and clubs such as oceanography, drama, law studies, SECME, chess, French and Spanish classes and clubs, and parent workshops will continue to provide guidance and assistance to our students, parents, and teachers in reaching the highest of academic standards.

School Foundation

Leadership:

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for Section 1 entitled School Leadership was 4.4. Positive remarks were made in regards to knowing the organization's mission, the supervisor's values, the sharing of information, and the importance of information. Overall results displayed high in regards to a positive working environment and the daily operations of the school. An opportunity for improvement indicates that seeking greater input from staff and consistent management feedback is necessary.

District Strategic Planning Alignment:

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicates that an overall average for Section 2 entitled Strategic Planning was 4.0. Positive remarks were made in regards to understanding data that pertains to student achievement and overall school initiatives. In addition, staff is aware of the opportunity for improvement, indicating a greater input regarding ideas for the future, is necessary. The staff is cognizant of the importance of their role in achieving the school goals and objectives. An opportunity for improvement indicates that seeking greater input from staff in regards to ideas for the future is necessary.

Stakeholder Engagement:

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for Section 3 entitled Customer and Market Focus was 4.2. Positive remarks were made in regards to knowing the most important customers, keeping in touch with them, and knowing what they need and want. An opportunity for improvement indicates that greater feedback is needed to review their level of satisfaction with our organization.

Faculty & Staff:

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for Section 5 entitled Human Resource Focus was 4.3. Positive remarks indicate that there are opportunities for monitoring and modifying daily functions; collaborative spirit amongst co-workers is apparent. The teaming philosophy and small learning communities are utilized to maintain a positive working environment. Opportunities are available for the continuous improvement of staff morale.

Data/Information/Knowledge Management:

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for Section 4 entitled Measurement, Analysis, and Knowledge Management was 4.4. Positive remarks indicate that data driven instruction is readily accessible and disaggregated data is utilized to implement/facilitate differentiated instruction. An opportunity for improvement in the area of how information is disseminated in our school is needed via in-service opportunities.

Education Design:

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for Section 7 entitled Business Results was 4.2. Positive remarks indicate that the majority of the staff are satisfied with their job and have an opportunity to achieve excellence. Extended learning opportunities are readily available for curricular students in the form of after school tutoring in reading, writing, science, and mathematics. Additionally, pullout tutorials for Level 1 and 2 students, SWD, and ELL students have been instituted. Faculty in-services, department meetings, and team meetings evaluate the school's goals utilizing the Plan, Do, Study, Act (PDSA). Advanced Academic and gifted courses are readily available for students based on Florida Comprehensive Assessment Test (FCAT) scores and teacher recommendations. Opportunities for improvement indicate that more information be provided in the areas of fiscal management.

Performance Results:

Results from the 2006 Organization Performance Improvement Snapshot self-assessment survey indicate that an overall average for Section 6 entitled Process Management was 4.2, an increase of .1 from 2005. Positive remarks indicate that the methods in which work is completed and evaluated is satisfactory. Opportunities for improvement indicate that there is a need to provide readily available information regarding the quality and evaluation of performances through school based programs and initiatives.



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Schools Graded 'C' or Below

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 checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" 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 checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction

Level 1 and Level 2 students at Highland Oaks Middle School are challenged with reading comprehension, fluency, and vocabulary, as well as, mathematical skills. Curriculum through strategical planning has been developed to address these specific areas through targeted Level 1 classes, Plato Learning (recovery classes), pull-out tutoring programs, and after-school and Saturday tutorial services.

Responsibility of Teaching Reading for Every Teacher

Reading Across the Curriculum is a focus at Highland Oaks Middle. Daily instruction utilizing reading strategies such as CRISS, Reciprocal Teaching, word walls, classroom libraries, computer based programs, and collaboration with the Media Center support the importance of reading in all curricular areas.

Quality Professional Development for Teachers and Leaders

Professional Development, through District and Region II initiatives is on-going throughout the school year. Likewise, Highland Oaks Middle School develops and encourages in-school professional development through the weekly departmental meetings, faculty meetings, and Early Release Days. The Literacy Team meets bi-weekly to plan and evaluate on-going professional learning activities that are pertinent to the school.

Small Learning Communities

Through weekly department meetings and team meetings, individual student's academic and social needs are assessed, as well as, sharing learning opportunities among colleagues.

Intensive Intervention in Reading and Mathematics

Remedial classes are offered to all Level 1 and Level 2 students in reading and mathematics. By doing so, the students have the opportunity to master basic skills that are necessary in order to progress. Also, pull-out programs are offered, as well as, after school and Saturday tutorial classes. Formal and informal assessments provide opportunity for the Literacy Team to disaggregate the data and re-establish school-wide initiatives, as necessary.

Course Choice Based on Student Goals/Interests/Talent



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Through the articulation process, students are able to choose courses based on their interest level and career goals. Counselors and the Career Specialist provide guidance and knowledge of opportunities. FCAT scores assist in determining the level of class that would be most appropriate. Students scoring at or above grade level are encouraged to enroll in advanced/honors courses. Gifted students often take high school credit classes. Moreover, students are also encouraged to select the electives aligned with their goals and to participate in after school clubs and sports based on their interest and talent.

Master Schedule Based on Student Needs

Highland Oaks Middle School offers the required core subject courses in language arts, mathematics, science, and social studies, as well as, classes for advanced, gifted, and honors classes for high school credit. The elective classes range from foreign languages, fine arts, vocational, and physical education. All classes are academically based, such that, most students are able to have their first or second choice when selecting their electives.

Parental Access and Support

Parents have ample opportunity to access information and their child's education either through the comprehensive website, the Parent Portal, the electronic gradebook, conferences, and telephone or written correspondence. Further, parents are encouraged to become active members of the Parent Teacher Association (PTA) and volunteer in the school. ConnectEd is another valuable tool to access information.

Applied and Integrated Courses

Highland Oaks Middle School offers applied technology courses in its Vocational Department. The students are able to select Business Applications, Family and Consumer Science, Graphics and Communication, and Exploring Technology Production as part of the school to career emphasis.

Academic and Career Planning

Magnet and Career Fairs are planned each year by the Student Service Department which exposes the students to future career possibilities. The business community also offers valuable information through programs directed to middle school students regarding career exploration. The State mandated career course offered for the first time this year will provide our grade 8 students with a concrete exploration of career paths through a computer-based program.

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 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"/>

Reading Statement

All students at Highland Oaks Middle School will read at or above grade level and increase their learning gains during the 2007-2008 school year in order to become literate members of society.

Needs Assessment

Scores on the 2006-2007 FCAT Reading Test indicated that 69% of students in grades 6 through 8 have scored at or above FCAT Level 3, an increase of 1 percentage point over scores of the 2005-2006 administration. Scores on the 2006-2007 Reading Test indicated that 33% of students in grade 6 are scoring below FCAT Level 3, 32% of students in grade 7 are scoring below FCAT Level 3, and 47% of students in grade 8 are scoring below FCAT Level 3. Scores on the 2006-2007 Reading Test indicated that 33% of English Language Learners(ELL) in grades 6 through 8 are scoring at or above grade level. Scores on the 2006-2007 Reading Test indicate that 23% of Students With Disabilities (SWD) in grades 6 through 8 are scoring at or above FCAT Level 3. In grades 6 through 8, continued emphasis will be placed on the Sunshine State Standards that focus on fluency, words and phrases, main idea, author's purpose, comparison, and reference and research. Differentiated instruction across the content areas, emphasizing the item specifications from the content clusters, will continue to be a focus.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 6 through 8 will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, ELL students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enroll all Level 1 and 2 students in an Intensive Reading or Intensive Reading Plus class.	Principal, Assistant Principal, Grade Level Counselors, Reading Specialist, Reading Department Chair	08/20/07	06/05/08	District-wide Literacy Plan	0
Meet bi-weekly with the school-based Literacy Team to review existing programs and innovative strategies that enhance student literacy.	Principal, Assistant Principal, Reading Specialist, Reading Department Chair	08/20/07	06/05/08	District-wide Literacy Plan	0
Organize school-wide reading programs and contests to promote the enjoyment of reading (Club REaD, Extreme Reading Week, Library Media Week, Scholastic Book Fair, Jumping for George, etc.) on a monthly basis.	Principal, Media Specialist, Reading Specialist, Reading Department Chair, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	1000
Use hands-on activities, manipulatives, or diagrams to provide alternate means of instruction, such as books on tape and other audio versions of materials, that highlight important aspects of the text (visual learning).	Principal, Program Specialist, Reading Specialist, Department Chairs, Teachers	08/20/07	06/05/08	District-wide Literacy Plan	2000
Infuse research-based reading programs into Intensive Reading and Intensive Reading Plus classes.	Principal, Assistant Principal, Reading Department Chair, Reading Specialist, Teachers	08/20/07	06/05/08	District-wide Literacy Plan	25000
Provide structured reading pull-out tutoring program to selected Level 2 and Level 3 students who previously scored at Levels 1, a minimum of 2 times a week.	Principal, Reading Specialist, Reading Department Chair, Reading Pull-out Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Offer professional development to all teachers that emphasize reading strategies, programs, and assessments, focusing on students not meeting AYP standards.	Principal, Assistant Principal, Reading Specialist, Program Specialist, ELL Department Chair, Reading Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize all data (SPI, FCAT, Edusoft, Cognos, formative assessments, summative assessments) to differentiate instruction.	Principal, Assistant Principal, Reading Specialist, Reading Department Chair	08/20/07	06/05/08	Exchange Meaningful Information	0
Continue to build classroom libraries for each classroom.	Principal, Reading Specialist, Reading Department Chair, Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Promote the acquisition of the Reading Endorsement Certification for all teachers.	Principal, Assistant Principal, Reading Specialist, Reading Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0

Promote curriculum instruction in classrooms to emphasize CRISS(Creating Independence through Student-owned Strategies) such as note cards, selective underlining, and graphic organizers for students who did not meet AYP.	Principal, Reading Specialist, Department Chairs, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Encourage the use of foreign language tutors for ELL students both during school hours as a pull-out program, as well as, after school and Saturday tutoring.	Principal, Counselors, ELL Department Chair, ELL Teachers, Assistant Principal	08/20/07	06/05/08	Dual Language	0
Monitor the progress of all Level 1 and 2 students using school authored and District assessments.	Principal, Assistant Principal, Counselors, Reading Specialist, Reading Department Chair	08/20/07	06/05/08	District-wide Literacy Plan	0
Promote and monitor after school reading tutorial program.	Principal, Assistant Principal, Reading Specialist, Reading Department Chair, Reading Teachers	08/20/07	05/30/08	Academic Enrichment Opportunities	15000
Monitor ELL Lab for all ELL students on a weekly rotational basis utilizing Compass Learning software.	Principal, Assistant Principal, ELL Department Chair, Reading Department Chair, Reading Specialist, ELL Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize all IEP accommodations to provide training for SWD teachers on reading instruction.	Principal, Program Specialist, SWD Teachers, Reading Specialist, Reading Department Chair	8/20/2007	06/05/08	Inclusion of SWD	0

Research-Based Programs

- * Scholastic Read XL
- * Scholastic Read 180
- * Reading Plus
- * FCAT Explorer
- * Accelerated Reader
- * Project CRISS
- * Compass Learning
- * Reciprocal Teaching
- * Teen Biz Achieve 3000

Professional Development

- * Attend District and National conferences and workshops
- * Weekly department meetings
- * 8-step Continuous Improvement Model
- * Progress Monitoring reporting
- * Network (PMRN)training
- * Monthly Reading Coaches meetings
- * Instructional Framework training
- * Sunshine State Standards Reading Benchmarks
- * CRISS strategies
- * Differentiated Instruction training
- * Edusoft training
- * Reading Item Specification workshops
- * Curriculum Mapping, Focus Calendars, Pacing Guides
- * Reading Across the Curriculum
- * Independent Reading Strategies
- * Florida Oral Reading Fluency Assessment Training (FORF)

Evaluation



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- * 2007-2008 FCAT Reading
- * District Interim Assessments
- * STAR Reading Assessment
- * Diagnostic Assessment of Reading (DAR)
- * Site authored FCAT Simulation Assessments
- * Read 180
- * Reading Plus
- * Florida Oral Reading Fluency Assessment
- * School initiated pre, progress, posttests

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 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"/>

Mathematics Statement

All students at Highland Oaks Middle School will demonstrate increased performance in mathematics and will be able to function at or above grade level.

Needs Assessment

Scores of the 2006-2007 FCAT Mathematics Test indicated that 70% of students in grades 6 through 8 scored at or above FCAT Achievement Level 3, an increase of 4 percentage points over scores of the 2005-2006 administration. Scores on the 2006-2007 Mathematics Test indicated that 44% of students in grade 6 are scoring below FCAT Level 3, 34% of students in grade 7 are scoring below FCAT Level 3, and 33% of students in grade 8 are scoring below FCAT Level 3. In addition, 72% of students in grades 6 through 8 demonstrated learning gains in mathematics. Scores of the 2006-2007 FCAT Mathematics Test indicated that 46% of Black students in grades 6 through 8 are scoring below Level 3. Scores of the 2006-2007 FCAT Mathematics Test indicated that 76% of the Students With Disabilities (SWD) in grades 6 through 8 are scoring below Level 3. In grades 6 through 8, more emphasis will be placed on benchmarks that focus on number sense, measurement, geometry, algebraic thinking, data analysis and probability.

NCLB Subgroup Target

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

Measurable Objective

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Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze mathematics diagnostic tests to ensure proper placement of students according to FCAT achievement levels.	Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors, Assistant Principal	08/20/07	06/05/08	Exchange Meaningful Information	0
Encourage teachers to receive gifted certification through college level courses or the Center for Professional Learning (CPL), and/or complete State certification in mathematics.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors, and Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide tutoring services that use specific SPED strategies to target students in Levels 1 and 2.	Principal, Mathematics Specialist, Mathematics Department Chair, SPED Program Specialist, SPED Teachers	08/20/07	06/05/08	Inclusion of SWD	1500
Promote professional development activities available through Region, District, and CPL.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors, and Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Enroll identified Level 1 students into intensive mathematics classes.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors	08/20/07	06/05/08	Education Innovation	0
Utilize Student Services Department and teachers to identify students eligible for advanced and honor level courses and make recommendations for proper placement into these courses.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors, and Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Promote and monitor after school mathematics tutorial program.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair	08/20/07	06/05/08	Academic Enrichment Opportunities	15000
Promote Family Math Night consisting of activities and contests at the school and district levels.	Principal, Mathematics Specialist, Mathematics Department Chair, and Mathematics Teachers	08/20/07	02/26/08	Academic Enrichment Opportunities	1000

Infuse research-based programs into all mathematics classes.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, and Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	10000
Identify students not mastering specific content clusters on the FCAT Mathematics Test according to Student Performance Indicators.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors, and Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Identify the students in all subgroups scoring at Level 1 or Level 2 on the FCAT Mathematics Test as delineated in AYP disaggregated data.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors	08/20/07	06/05/08	Continuous Improvement Model	0
Provide scope and sequence instruction in grades 6 through 8 focusing on the five mathematics clusters by content administered in the FCAT Mathematics Test.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors, and Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Implement IEP accommodations and facilitate training for SWD teachers on mathematics instruction.	Principal, Program Specialist, SPED Teachers, Mathematics Specialist, Mathematics Department Chair	08/20/07	06/05/08	Inclusion of SWD	0
Utilize technology based instruction such as STAR Math, Riverdeep, FCAT Explorer, GIZMO and other District approved programs.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department, Chair Grade Level Counselors, and Teachers	08/20/07	06/05/08	Education Innovation	0
Continue to implement the mathematics ELL tutoring program.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Teachers	08/20/07	06/05/08	Continuous Improvement Model	1250
Enroll identified students in pull-out tutoring programs and Saturday FCAT Academy.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Grade Level Counselors, and Teachers	08/20/07	06/05/08	Continuous Improvement Model	12000
Administer and evaluate benchmark tests utilizing Edusoft in order to measure mastery of FCAT benchmarks.	Principal, Assistant Principal, Mathematics Specialist, Mathematics Department Chair, Mathematic Teachers	08/20/07	06/05/08	Continuous Improvement Model	
Provide students with hands-on activities incorporating the use of manipulatives, problem-solving skills, critical thinking skills, and technology to infuse into classroom lessons.	Principal, Mathematics Specialist, Mathematics Department Chair, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Participate in math competitions in local, district, and state levels.	Principal, mathematics Specialist, Mathematics Department Chair, and Mathematics Teachers	8/20/07	06/05/08	Academic Enrichment Opportunities	1000
Participate in mathematics competitions in local, district, and state levels	Principal, Mathematics Specialist, Mathematics Department Chair, and Mathematics Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	1000

Research-Based Programs

- * Mathematics textbooks (McDougall Littell, Glencoe, and Prentice Hall)
- * Key Curriculum Press
- * STAR Math
- * Compass Learning/Odyssey
- * Gizmos Mathematics
- * FCAT Explorer
- * Plato Learning Course Recovery

Professional Development

- * 8-Step Continuous Improvement Model (CIM)
- * Data driven decision-making
- * STAR Mathematics Assessments
- * Scope and Sequences/Focus Calendars
- * Sunshine State Standards curriculum
- * Benchmarks
- * Lesson Planning
- * Best Practices through District and other websites
- * FCAT Explorer
- * Riverdeep
- * Inclusion Model
- * ELL Strategies
- * Creating Independence through Student owned Strategies (CRISS)
- * Weekly department meetings - Best Practices
- * Differentiated Instruction Methods
- * Edusoft

Evaluation

- * 2007-2008 FCAT Mathematics Test
- * District Interim Assessments
- * STAR Mathematics Assessment
- * Site authored FCAT simulation Assessments
- * K-TEA for SWD students
- * School-wide and District diagnostic 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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students at Highland Oaks Middle School will increase their writing skills and incorporate the following elements in their writing: focus, organization, support, conventions, and communication through writing.

Needs Assessment

Scores on the 2006-2007 FCAT Writing+ indicated that the combined writing score was 4.1. This is a 0.2 increase from the 2005-2006 result of 3.9. Scores on the 2006-2007 FCAT Writing+ indicated that 91% of the students met high standards in writing scoring a 3.5 or above. Additionally, overall, students scored a 4.0 in expository writing and a 4.2 in persuasive writing. Students will continue to enhance their writing skills both in expository and persuasive writing as evidence by an increase on the 2007-2008 FCAT Writing+ results. Highland Oaks Middle School will continue to implement Writing Across the Curriculum and model the FCAT style writing prompts in all assessments given to students. There is a need to emphasize instruction encompassing the elements of focus, organization, support, and conventions, as well as, writing extended responses to content based questions.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 8 will demonstrate their skill proficiency in writing, as evidenced by 91% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in writing contests throughout the District and State.	Principal, Assistant Principal, Language Arts Department Chair	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Implement Writing Across the Curriculum strategies throughout all departments.	Principal, Assistant Principal, Language Arts Chair, Teachers, Reading Specialist	08/20/07	06/05/08	District-wide Literacy Plan	0
Model writing prompts to include short and extended response questions in all content and elective classes.	Principal, Assistant Principal, Language Arts Chair, Teachers, Reading Specialist	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize a writing rubric in order to increase students' ability to write highly proficient essays in advanced academic courses.	Principal, Language Arts Chair, Language Arts Teachers, Reading Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Monitor and assess pretest, progress, and posttests and analyze results in all grade levels.	Principal, Assistant Principal, Language Arts Chair, Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate the use of vocabulary workbooks (Vocabulary for Achievement) for all gifted classes.	Principal, Assistant Principal, Language Arts Chair, Gifted Language Arts Teachers,	08/20/07	06/05/08	Advanced Academics	4000
Maintain a portfolio-writing program in the language arts department that emphasizes student progress.	Principal, Assistant Principal, Language Arts Chair, and Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate the use of pull-out tutors in language arts classes and tutorials in order to enable students to increase writing scores.	Principal, Assistant Principal, Language Arts Chair, and Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	6000
Utilize CRISS strategies for SPED and ELL students to enhance their writing skills.	Principal, Language Arts Teachers, ELL Teachers, SPED Program Specialist, SPED Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Model and teach sentence expansion with supporting details to all students in the language arts classes.	Principal, Assistant Principal, Language Arts Chair, Reading Specialist, Language Arts Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Practice writing extended responses in content area and elective classes that encompass the elements of focus, organization, support, and conventions.	Principal, Assistant Principal, Language Arts Department Chair, Content and Elective Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

- * FCAT Practice Writing materials
- * District and State approved Prentice Hall Writing and Grammar Textbooks
- * McDougall Littell
- * 2000 Write Source textbooks/skill workbooks



School Improvement Plan 2007-2008



Professional Development

- * Writing Across the Curriculum inservices for content and elective teachers
- * FCAT Writing+ Inservices sponsored by the District and Highland Oaks Middle School Language Arts Department
- * Holistic Scoring
- * Portfolio Process
- * Language Arts Department mini-workshops to emphasize FCAT Writing and Rubric scoring
- * CRISS Trainings
- * Participation in Regional and District writing trainings
- * Model lessons designed to enhance students' writing abilities by the Language Arts Chair and Reading Specialist

Evaluation

- * Results from the 2008 Florida Writing+ Test
- * Student generated writing portfolios
- * District approved writing pretest and posttest prompts
- * Pretest, progress monitoring tests, and posttest writing assessments
- * Site authored FCAT simulation assessments

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

Science Statement

All students in grades 6 through 8 will apply scientific methodologies and increase their scientific literacy in order to determine and understand the role science plays in society.

Needs Assessment

Results from the students at Highland Oaks Middle School the indicated that 42% of the students in grade 8 scored at or above Level 3 on the 2006-2007 FCAT Science Test. This is a 15 percentage point increase when compared to the 2005-2006 FCAT Science Test. There is a need to add emphasis in the area of Physical and Chemical Science and Life and Environmental Science by utilizing the inquiry based scientific method.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase to 67% on the 2008 FCAT Science Test as compared to 42% on the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct weekly meetings with the Science Department to discuss, analyze, and monitor academic progress of students.	Principal, Assistant Principal, Science Department Chair, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide focused additional instructional time spent on annually assessed benchmarks and monitor for student comprehension by realigning the curriculum.	Principal, Assistant Principal, Science Department Chair, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide tutoring and home learning opportunities focusing on annually assessed benchmarks.	Principal, Assistant Principal, Science Chair, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	8000
Provide inquiry based science strategies utilizing problem solving skills and hands-on laboratory experiments.	Principal, Assistant Principal, Science Department Chair, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	6000
Promote student membership and involvement in the Science Club, SECME, (Science Engineering, Computer, Mathematics Enhancement)Earth Club, Robotics Club, and annual Science Fair.	Principal, Science Department Chairperson, Science Teachers, Counselors	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Provide professional development for teachers that focus on annually assessed Science Benchmarks.	Principal, Assistant Principal, Science Department Chair	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide classroom instruction on the science clusters administered on the FCAT Science Test using District Pacing Guides.	Principal, Assistant Principal, Science Department Chair	08/20/07	06/05/08	Education Innovation	0
Incorporate ELL strategies in science classes to provide additional support utilizing pull-out tutors.	Principal, Assistant Principal, ELL Chair, Science Chair, Science Teachers, District Tutors, and Paraprofessionals	08/20/07	06/05/08	Dual Language	0
Provide assistance for SWD in the science classes through additional hands-on activities according to the student's IEP.	Principal, Assistant Principal, Program Specialist, Science Chair, Science Teachers, SWD Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Identify and increase the number of students enrolled in advanced academic and honors science classes.	Principal, Assistant Principal, Science Chair, Counselors, Science Teachers	08/20/07	06/05/08	Advanced Academics	0
Increase participation in FCAT science field trips and assemblies for all students in order to expose them to real world science.	Principal, Assistant Principal, Science Chair, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	2000
Incorporate differentiated instruction on a weekly basis to provide critical thinking skills.	Principal, Assistant Principal, Science Department Chair, Science Teachers, Reading Specialist	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



- * Comprehensive Science through Prentice Hall (Science Explorer Series)
- * Holt Reinhart and Winston (Modern Earth Space Science)
- * District website endorsed science programs
- * SECME
- * Glencoe Florida Science
- * Prentice Hall Biology: Exploring Life 2007

Professional Development

- * District Pacing Guides
- * Scope and Sequence
- * Focus Calendars
- * District and Region trainings and workshops
- * CRISS strategies
- * Laboratory preparation and implementations
- * The Eight Step Continuous Improvement Model(CIM)
- * Inquiry Based Scientific Method
- * Gizmo
- * Differentiated Instruction
- * FCAT Explorer
- * Teen Biz Achieve 3000

Evaluation

- * 2008 FCAT Science Test
- * Site authored FCAT simulation Assessments
- * Classroom and Textbook based assessments
- * District Interim Assessment

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Highland Oaks Middle School will provide increased opportunity for parents to be involved in their children's education. The faculty and staff will provide an environment that encourages parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Data analysis indicates that there is a need for parents new to Highland Oaks Middle School to be targeted for increased parental involvement in order to raise student achievement. Highland Oaks Middle School will continue to implement innovative activities and opportunities before, during, and after school for parents to become involved in their child's education. When families become involved in their children's education, students, schools, and communities benefit because strong home-school partnerships help all stakeholders focus on the real issues of high student achievement (Caplan,2000). Students, whose families are involved in their education typically receive higher grades and test scores, tend to complete homework, have better attendance, and exhibit positive attitudes and behaviors. Furthermore, studies have observed these outcomes as effective regardless of students' ethnic or racial background or socioeconomic status, noting that students at risk of failure have the most to gain when schools involve families (Caplan, 2000; Funkhouse and Gonzalez, 1997; Henderson, 1987)(p.1.). Futhermore, District support programs include the MDCPS Parent Academy and the Collins Research Center which concur that parental support is the key to successful student involvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 of 1836 hours to the 2007-2008 school years of 1930 hours.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate the networking of parents within the school and that collaborate on projects and events.	Principal, Career Specialist, PTA President	08/20/07	06/05/08	Improve Public Perception	0
Institute a plan to maximize opportunities for parents to assist with school's curricular and social activities.	Principal, Assistant Principal, Activities Director	08/20/07	06/05/08	Improve Public Perception	100
Promote parent participation in local and State activities in order to increase community involvement and awareness.	Principal, Assistant Principal, PTA	08/20/07	06/05/08	Academic Enrichment Opportunities	2000
Offer school to career events that focus on local participation.	Principal, Career Specialist, Student Service Chair, Assistant Principal	08/20/07	06/05/08	Exchange Meaningful Information	200
Promote evening activities to showcase student achievement and promote parental involvement.	Principal, Assistant Principal, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	200
Participate in local chambers and councils to enhance the relationship between school and community.	Principal, Assistant Principal, Career Specialist, PTA President	08/20/07	06/05/08	Improve Public Perception	500
Promote PTA through flyers, meetings, and school website.	Principal, PTA President	08/20/07	06/05/08	Improve Public Perception	100
Promote community activities that incorporate liaisons of both school site and parental involvement.	Principal, Career Specialist	08/20/07	06/05/08	Improve Public Perception	0
Provide opportunities that attract local, state, and national corporations to host workshops at school site.	Principal, Career Specialist	08/20/07	06/05/08	Improve Public Perception	500
Provide parent workshops that focus on ELL students with District personnel once a month.	Principal, Assistant Principal, ELL Department Chairperson, ELL Counselor	08/20/07	06/05/08	Exchange Meaningful Information	200

Research-Based Programs

The National PTSA Standards for Parental Family Involvement Program.

Professional Development

- * In-house and District in-services and workshops
- * Bi-lingual Parent Night
- * Parent Academy
- * Informational Parent/Student workshops and meetings such as Open House

Evaluation

- * 2007-2008 Climate Survey
- * School volunteer logs
- * Attendance sign-in logs from Parent Workshops
- * Attendance sign-in logs from Open House
- * Attendance sign-in logs from Parent Teacher Conferences
- * Attendance sign-in logs from EESAC

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"/>

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

Discipline & Safety Statement

Highland Oaks Middle School provides a safe and disciplined school environment for all students while providing safety measures and programs that facilitate high student achievement and expectations. These programs have reduced the number of outdoor suspensions so that all students may continue having equal access to quality instruction.

Needs Assessment

The number of outdoor suspensions has decreased from 366 days in 2005-2006 to 301 days in the 2006-2007 school year. This is an 8.2% decrease in the number of days students were placed on outdoor suspension. The number of indoor suspensions has decreased from 738 days in 2005-2006 to 436 days in the 2006-2007 school year. This is a 59% decrease in the number of days students were placed on indoor suspension. Based on the District Strategic Plan, there is a direct correlation between student attendance and suspensions impacting student achievement. This data, collected from the District COGNOS reporting system, shows that Highland Oaks Middle School decreased the number of outdoor and indoor suspensions. There is a need, however, to continue decreasing the number of suspensions by proactively engaging the students in alternative methods that model positive behavior.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a decrease of 10 percentage points in the number of outdoor suspensions in the 2007-2008 school year of 271 compared to 301 in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze the number of outdoor suspensions to determine source and alignment to school-wide discipline plan.	Principal, Assistant Principals, Team Leaders	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct student assemblies to review Code of Student Conduct and emphasize expectations.	Principal, Assistant Principal, Counselors, Teachers	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct weekly administrative meetings in order to review outdoor suspension data for the purposes of identifying additional effective intervention strategies.	Principal, Assistant Principals	08/20/07	06/05/08	Exchange Meaningful Information	0
Continue to administer and modify, if necessary, discipline strategies that address student discipline through the team model.	Principal, Assistant Principals, Team Leaders	08/20/07	06/05/08	Safe and High-quality Facilities	0
Continue to review and administer the 2007-2008 School-wide Discipline Plan.	Principal, Assistant Principals, Teachers	08/20/07	06/05/08	Safe and High-quality Facilities	0
Meet with Student Services to review behavioral and academic expectations.	Principal, Assistant Principal, Student Services Department	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct Team Leader meetings to review school-wide discipline data and to identify additional effective intervention strategies.	Principal, Assistant Principal, Team Leaders	08/20/07	06/05/08	Truancy Prevention	0
Continue to implement a school-wide Anti-Bullying Program.	Principal, Assistant Principal, Counselors, Teachers	08/20/07	06/05/08	Exchange Meaningful Information	500
Provide positive incentives and reward programs for students who follow the School-wide Discipline Plan.	Principal, Assistant Principals, Team Leaders, Counselors	08/20/07	06/05/08	Pay/Incentive Model & Evaluation	1000
Conduct Discipline Committee meetings to monitor and modify Discipline Plan as needed.	Principal, Assistant Principal, Discipline Committee	08/20/07	06/05/08	Exchange Meaningful Information	0
Purchase an additional part-time Security guard, to ensure a safe environment.	Principal, Assistant Principal	08/20/07	06/05/08	Safe and High-quality Facilities	9000

Research-Based Programs

- * School Center for Special Instruction

Professional Development

- * Inservice on the 2007-2008 Highland Oaks Middle School Discipline Plan.
- * Classroom management workshops
- * Inservice on Dr. Harry Wong's On the First Days of School
- * Inservices on "Best Practices" to identify classroom management strategies
- * Workshops on Conflict Resolution Training
- * Inservices on Anti-Bullying School-wide Campaign

Evaluation

- * 2007-2008 COGNOS Reports
- * Daily classroom visitation logs
- * Kids in Need of Decision-making Strategies (KINDS) in-house reports

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 checked="" type="checkbox"/>

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

Technology Statement

Highland Oaks Middle School integrates technology in all curricular areas and promotes equitable and universal access to technology.

Needs Assessment

School authored surveys and logs have indicated a need for further teacher professional development to ensure an increase in the use of technology by students. Opportunities for students to enhance their technology skills will be evidenced by increasing the availability of resources in the computer labs and Media Center.

Measurable Objective

Given an emphasis on the use of technology in the classrooms, 50% of the students will increase their use of technology as evidenced by the computer-based instructional program reports that indicate visitation to the computer labs a minimum of twice a week.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct quarterly technology workshops.	Principal, Assistant Principal, Technology Specialist, Teachers	08/20/07	06/05/08	Education Innovation	0
Conduct a post survey to measure the impact of trainings offered.	Principal, Assistant Principal, Mathematics Specialist, Reading Specialist, Teachers	05/05/08	06/05/08	Continuous Improvement Model	0
Conduct monthly technology meetings to disseminate and gather feedback on the needs of the school.	Principal, Assistant Principal, Department Chairs, Teachers, Technology Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Continue an extended technology plan that targets teacher training needs, as well as, assesses equipment needs.	Principal, Assistant Principal, Technology Committee	08/20/07	06/05/08	Continuous Improvement Model	0
Identify staff to attend State and District-wide technology conferences.	Principal, Assistant Principal, Department Chairs	08/20/07	06/05/08	Continuous Improvement Model	2000
Incorporate usage of Smart Boards and projectors into mathematics, language arts, science, and social studies classes.	Principal, Assistant Principal, Teachers	08/20/07	06/05/08	Continuous Improvement Model	25000
Infuse technical support for all computer based programs.	Principal, Assistant Principal, Technology Specialist	08/20/07	06/05/08	Continuous Improvement Model	2000
Identify technology coaches and mentors in order to pair with teachers in need of growth.	Principal, Assistant Principal,	08/20/07	06/05/08	Continuous Improvement Model	0
Provide a reference guide for teachers on the Excelsior Gradebook.	Principal, Assistant Principal, Department Chairs, Mathematics Specialist	08/20/07	06/05/08	Continuous Improvement Model	0
Add a computer lab in the Media Center with multiple stations for all classes to visit for daily instruction that focuses on web-based District approved sites that offer research and remediation as needed.	Principal, Assistant Principal, Media Specialist, Teachers	08/20/07	06/05/08	Continuous Improvement Model	16000
Continue the use of the Compass Learning Lab for all ELL students in order to enhance students' learning.	Principal, Assistant Principal, ELL Department Chair, Teachers	09/12/07	06/05/08	Academic Enrichment Opportunities	0
Identify and schedule all Level 1 and Level 2 SPED students into the Reading Plus Lab.	Principal, Reading Chair, SPED Chair, Program Specialist	08/20/07	06/05/08	Inclusion of SWD	0
Continue to utilize the Reading and Mathematics Computer Labs, FCAT Explorer, Accelerated Reader(AR), Media Center Computer Circulation reports, Excelsior Electronic Gradebook, Reading Plus reports, Read 180 reports, and Smartboards to track the increased use of technology.	Principal, Assistant Principal, Department Chairs, Teachers, Technology Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	5000
Enhance instruction in all content areas by purchasing and deploying a wireless mobile computer lab.	Principal, Assistant Principal, and Computer Specialist	08/20/07	06/05/08	Continuous Improvement Model	24000

Research-Based Programs

Not applicable

Professional Development

- * Attendance at District and National technology conferences
- * School-site technology training in Excelsior Electronic Gradebook
- * School-site technology training in Accelerated Reader
- * School-site technology training in Teacher Web-sites
- * School-site technology training in Read 180
- * School-site technology training in Reading Plus
- * School-site technology training in Smartboards
- * School-site technology training in Gizmos

Evaluation

- * 2007-2008 post survey results
- * Logs from the various computer labs to indicate quantity and quality of usage
- * Workshop logs
- * Reports from the various technology based programs that monitor student achievement
- * Daily classroom visits, lesson plans, and observations to determine technology usage

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Highland Oaks Middle School promotes the overall health and fitness of students by aligning its physical fitness program with the National Standards for Physical Education.

Needs Assessment

To properly assess both student fitness performance and programmatic success, Highland Oaks Middle School will administer a pretest to determine student baseline measures. Student health-related fitness will be assessed through the implementation of the FITNESSGRAM Test. Using the 2006-2007 award data, scores indicated that 1,125 students were administered the assessment, of which 24% students received a Gold rating and 31% received a Silver rating. This indicates that a total of 55% of students tested are meeting the minimum health-related standards.

Measurable Objective

Given instruction based on M-DCPS Competency Based Curriculum in Physical Education and Health related fitness, students in grades 6 through 8 physical education classes will increase the number of annual awards as evidenced by 60% of the students achieving minimum fitness standards in the 2007-2008 FITNESSGRAM Test as compared to 55% of the students in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to incorporate Highland Oaks Middle School Scholar Athlete Committee begun in 2000 to promote the partnership between athletics and scholastics in Middle School.	Principal, Physical Education Department Chair, Scholar Athlete Committee Chairperson	08/20/07	06/05/08	Student Wellness	0
Monitor the physical education program to ensure that selected activities relate to assessment component items and enhance specificity of training.	Principal, Assistant Principals, Physical Education Department Chair, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis which emphasize improvement in coordination, cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Department Chair, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Continue to promote after-school athletic activities through Middle School Sports.	Principal, Assistant Principals, Physical Education Teachers, General Education Teachers	08/20/07	06/05/08	Student Wellness	3000
Provide incentives/rewards for students achieving Presidents Challenge.	Principal, Physical Education Department Chair	08/20/07	06/05/08	Student Wellness	1000
Incorporate a variety of fitness-related materials into the physical education program.	Principal, Assistant Principal, Physical Education Department Chair, Teachers	08/20/07	06/05/08	Student Wellness	6000
Provide activities that emphasize improvement in coordinating cardiovascular flexibility, muscular strength, and endurance.	Principal, Physical Education Department Chair, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Administer a pre-test to determine baseline measures.	Principal, Physical Education Department Chair, Physical Education Teachers	08/20/07	10/26/08	Student Wellness	0
Continue action plan for Highland Oaks Middle School's Physical Education Program to meet the goals and objectives which will include health and fitness.	Principal, Assistant Principal, Physical Education Department Chair, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Compete in local, district, and state competitions to promote and monitor physical fitness.	Principal, Assistant Principal, Physical Education Department Chair, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	3000

Research-Based Programs

- * FITNESSGRAM Test
- * Presidential Physical Fitness Challenge
- * Health and Nutrition Textbook
- * MDCPS Food and Nutrition Services

Professional Development



School Improvement Plan 2007-2008



- * Attend District and State in-services and workshops
- * Provide opportunities for parents, students, and faculty to garner relevant information on nutrition, fitness, wellness, and longevity

Evaluation

- * 2007-2008 President's Challenge Physical Fitness Award results
- * Results of the 2008 FITNESSGRAM Test
- * Teacher generated informal and formal assessments

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 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"/>

Electives & Special Areas Statement

Students will develop an appreciation for the arts and vocational pursuits through expanded curricular and extra curricular offerings. They will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The number of students enrolled in clubs and extra curricular activities that pertain to the fine arts and vocational programs was 243 students from the 2006-2007 school year. This will increase by 10% for the 2007-2008 school year, a total of 267 students. Studies indicate that students who are exposed to a variety of elective classes have a better preparation and understanding of the world and its culture. "The arts and other specials help foster a love of learning that often keeps many of our children interested in school and motivates them to continue learning into their adult lives. Meaningful middle school reform must focus on developing a healthy school environment where learning is developed through a blend of academic, creative, and social activities that all have increased literacy and problem solving requirements at their core." (12/16/03, Maria Asaro, Executive Vice-President of NYCATA/UFT, Testimony for Regents Hearings on Middle Schools).

Measurable Objective

Given emphasis on the benefits of participating in vocational and fine arts programs, the percentage of students participating in school clubs and extra curricular activities will increase by 10 percent during the 2007-2008 (267 students) school year as compared to the 2006-2007 (243 students) school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Advertise clubs and activities during student articulation, thereby, increasing knowledge of the variety of courses, school clubs, and extra curricular activities offered by developing a comprehensive pamphlet.	Principal, Assistant Principal, Counselors, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	200
Showcase the fine arts and vocational opportunities available through after school clubs and extra curricular activities offered through Resource and Curriculum Fair, parental evenings, and displays in prominent areas of the school.	Principal, Assistant Principal, Counselors, Department Chairs, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Continue an action plan for the Fine Arts and Vocational Departments to assess the present program and to enhance future curricular opportunities after school.	Principal, Assistant Principal, Department Chairs, Counselors, and Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Expand the number of field trip opportunities in elective classes, after school clubs, and extracurricular activities.	Principal, Assistant Principal, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Encourage student participation in local, state, and national contests.	Principal, Assistant Principal, Teachers, Club Sponsors	08/20/07	06/05/08	Academic Enrichment Opportunities	500
Incorporate a variety of supplementary materials to enhance all after school programs.	Principal, Assistant Principal, Department Chairs, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	1500
Promote after-school clubs and activities that showcase the variety offered.	Assistant Principal, Counselors, and Teachers	08/20/07	06/05/08	Improve Public Perception	0
Promote a variety of after school clubs and extra curricular activities as determined by student and parent input.	Principal, Assistant Principal, Student Services Department, parents, and students	08/20/07	06/05/08	Improve Public Perception	0
Provide enrichment opportunities in electives for all students .	Principal, Assistant Principal, Counselors, Department Chairs, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

- * In-services and workshops for those teachers sponsoring academic fine arts and vocational extra curricular activities.
- * Attendance at District and school sponsored inservices

Evaluation

- * 2008 school generated survey results
- * Participation in National Conferences
- * Sign-in sheets for extra-curricular activities and club memberships
- * Enrollment in fine arts and vocational classes

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Highland Oaks Middle School has maintained a ranking on or above the 95th percentile on the State's Return on Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicated that in 2004-2005 Highland Oaks Middle School ranked at the 95th percentile on the State of Florida ROI index. One of Florida's goals is to deliver quality efficient services within the education system. The State Board of Education adopted the strategic imperative of aligning financial resources with performance expectations as the method for accomplishing quality efficient services. This ROI website allows its users to evaluate measures of performance in relation to the resources allocated to the individual schools. (Raising Student Achievement: Florida's Compelling Evidence submitted to the Department of Education 2005(<http://web.fldoe.org/eds/ROI/>)).

Measurable Objective

Highland Oaks Middle School's Return on Investment percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources in order to take advantage of a broader resource base such as private foundations or volunteer networks.	Principal	08/20/07	06/05/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/07	06/05/08	Business Process Redesign	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Faculty	08/20/07	06/05/08	Exchange Meaningful Information	0
Collaborate with the District on resource allocation.	Principal	08/20/07	06/05/08	Exchange Meaningful Information	0
Modify expenditures, and utilizing the Continuous Improvement Model(CIM), modify the budget as needed to improve efficiency.	Principal	08/20/07	06/05/08	Business Process Redesign	0

Research-Based Programs

- * No Child Left Behind Act
- * School Budget

Professional Development

- * Budget workshops for the Education Excellence School Advisory Council(EESAC)
- * Attend budget and finance workshops

Evaluation

- * Florida ROI Index Publication

EESAC Compliance

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

Budget:

The Education Excellence School Advisory Council (EESAC) assesses the needs of the school in order to establish the spending and disbursement of discretionary funds. EESAC currently receives ten dollars per un-weighted FTE student from the Educational Enhancement Trust Fund. This money is earmarked for programs and materials as deemed beneficial to the overall improvement of the school. Generally all EESAC dollars are utilized to purchase supplementary materials in the core subject areas and the elective classes, as determined by need.

Training:

The EESAC Committee encourages and supports staff needs assessments to determine a professional development schedule. This schedule includes in-school training, District training, and State-wide training throughout the school year.

Instructional Materials:

The EESAC Committee analyzes the specific needs of the school as determined by each department regarding the purchase of instructional materials and makes recommendations for purchasing, based on priority.

Technology:

The EESAC Committee, in alignment with our school's Technology Committee, meet regularly to assess the current needs of the school with the view to maintaining and updating school technology. Currently, the EESAC is focusing on purchasing programs and smartboards for several more classrooms in order to enhance innovative curricular strategies.

Staffing:

Based on the school's needs for staffing, the EESAC Committee reviews open positions in the school and makes recommendations to the administration. All teachers are fully certified and currently all positions are filled.

Student Support Services:

The EESAC Committee works to support all student related programs including, but not limited to, academics, after school tutoring, clubs, and sports, to ensure the appropriate placement of all students.

Other Matters of Resource Allocation:

The EESAC Committee reviews current budget allocations and makes recommendations based on the overall needs of the school. Needs assessments are conducted periodically to determine overall student and staff needs in regards to improving and upgrading resources.



School Improvement Plan 2007-2008



Benchmarking:

The EESAC Committee seeks to monitor compliance with Sunshine State Standards by assisting in the development of the School Improvement Plan and maintaining an awareness of the goals of the Curriculum Council/The Literary Team.

School Safety & Discipline:

The EESAC Committee, in conjunction with the School Safety Committee, Discipline Committee, and Uniform Committee, collaborate to enhance school safety, as well as, promote good discipline at the school site. Various surveys are also utilized to provide constant feedback in regards to safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	43000
Mathematics	42750
Writing	10000
Science	17000
Parental Involvement	3800
Discipline & Safety	10500
Technology	74000
Health & Physical Fitness	13000
Electives & Special Areas	3200
Return On Investment	0
Total	217250



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