

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Horace Mann Middle School (6411)

Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Pamela Johnson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Level I Students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.



School Improvement Plan 2007-2008



Given instruction using the Sunshine State Standards, the percentage of all grade eight students scoring at FCAT Writing Achievement Level 3.5 or higher will increase by 1 percent on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 46 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

Given school wide focus on parental involvement, parents attending related school-sponsored activities will increase by 5 percentage points based on 2006-2007 parental attendance rosters.

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

Given an emphasis on infusing the use of technology across the curriculum, teacher and student use of technology will approach the district average of 2.3 and 2.4, respectively.

Given instruction using the Sunshine State Standards, the percentage of Physical Education students will increase to 52 percent on the 2007-2008 administration of the Physical Fitness Test (FITNESSGRAM) as compared to the 2006-2007 school year.

Given instruction in home room and the enrichment classes during the Academic Improvement Period (AIP), the percentage of students participating in cultural literacy classes will increase as compared to 2006 - 2007.

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

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



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.

6411 - HORACE MANN MIDDLE SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



EXCELLENCE

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

INTEGRITY

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

EQUITY

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

CITIZENSHIP

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

School Demographics

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

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

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

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

School Foundation

Leadership:

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

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

According to the Spring 2006-2007 results of the OPUS Survey, Customer and Market focus was 4.1, Measurement, Analysis and Knowledge Management was 4.1, Leadership was 4.0, Process Management was 3.9, Business Results were 3.9, Human Resource Focus was 3.9, and Strategic Planning was 3.7.

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

The Educational Excellence School Advisory Council (EESAC) at Horace Mann Middle works diligently with faculty, staff and the community leaders to foster professional collaboration that supports the school's vision and mission. This is done through monthly meetings every third Wednesday of the month where the progress of SIP goals are analyzed by reviewing budget, training, instructional materials, technology, staffing, student support services, school safety, discipline and other matters of resource allocation, and benchmarking. Available resources are discussed in detail and recommendations are made through voting procedures.

Faculty & Staff:



School Improvement Plan

2007-2008



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

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

Data/Information/Knowledge Management:

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

Education Design:

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

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

Performance Results:

For the 2006-2007 school year, Horace Mann Middle anticipates improvement in student academic performance through a renewed emphasis on academic achievement and increased attendance. There is also a focus on character development and behavior modification. The implementation of the Continuous Improvement Model (CIM) has been intensified schoolwide using: the PDSA Cycle, Instructional Focus Calendars (IF,) and the Eight Step Process to guide classroom instruction.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on multiple intelligences, differentiated instruction, and cooperative learning and CRISS strategies.

Disaggregated Data :

In August, the school faculty participates in a school-wide data disaggregation activity (DART) as they review and analyze the 2008 FCAT demographic data results. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM) subject/grade level teams discuss weekly the data results from benchmark mini-assessments to determine student needs and instructional strategies.

During the months of October, January and May grade level teams meet to discuss data results from the district FCAT Practice assessment and make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assessments:

FCAT Assessment - March
District Practice FCAT - August, October, January and May (to monitor progress)
FCIM Benchmark mini-assessments- ongoing
Classroom Assessments- on-going

Alternative Instructional Delivery Methods :

One-on-one individual teacher instruction
Small group instruction
Peer tutoring
Cooperative Learning Groups
Hands-on instructional activities

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

(1) DIFFERENT INNOVATIVE APPROACHES TO INSTRUCTION

School Match, Quality Staff, Recruitment/Retention of Highly Qualified Teachers:

- School-site administrators conduct classroom walk-throughs and provide technology and instructional material support.
- Peer coaching/mentoring and professional development is also provided.

Mathematics Strategies:

- Utilize technology tools such as calculators and computer software to enhance classroom instruction.

(2) RESPONSIBILITY FOR TEACHING READING FOR EVERY TEACHER

School Match, Quality Staff, Recruitment/Retention of Highly Qualified Teachers:

- Just Read Florida! activities of Reading Coaches across the curriculum with all teachers
- Professional development workshops for teachers off-campus
- Development of Individual Professional Development Plans to include reading/literacy development as a discrete area according to assessment of the students' learning needs
- Data analysis of reading data by every teacher
- Accelerated Reader is used throughout school
- Sharing of best practices

Reading Strategies:

- All teachers in grades 6 through 8 will consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.

Extended Learning Opportunities:

- Identify all FCAT Mathematics Level 1 students in grades six through 8 and place them into intensive mathematics classes in the extended day period.
- Utilize the before- and after-school South Florida All Starts tutorial program (extended day) and SES tutoring program using RiverDeep and FCAT Explorer in reading, mathematics and science.
- Use before/after school tutoring programs to identify areas of deficiencies in phonemic awareness, phonics, fluency, vocabulary and/or comprehension and provide the

instructional support/intervention to meet the desired level of performance.

- Use mentoring programs for students who are at risk of dropping out of school to receive tutoring in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension).
- Use summer camps for low performing students in grades 6, 7 and 8 with instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

(3) QUALITY PROFESSIONAL DEVELOPMENT FOR TEACHERS AND LEADERS

Reading Strategies:

- Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day including the core reading program, interventional programs and assessments such as Read 180, Read XL Gates McGinnitie, the Eight Step Continuous Improvement Model, Student Performance Indicator (SPI), workshops on science process skills.

Writing Strategies:

- Train teachers in the rubric scoring model to assist in grading writing assignments.

(4) SMALL LEARNING COMMUNITIES (SLC)

- Implement school wide the Continuous Improvement Model (CIM). Using the PDSA cycle, faculty and staff analyze academic data and FCAT test scores to identify strengths and weaknesses in objective areas and develop goals and objectives in a school-wide Instructional Focus Calendar for reading, mathematics and science benchmarks.

Writing Strategies:

- All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel

(5) INTENSIVE INTERVENTION IN READING AND MATHEMATICS

Reading Strategies:

- Implement Florida's Middle Grades Rigorous Reading Requirement.
- Enroll all students scoring Level 1 on the FCAT reading test into intensive reading classes.
- Implement and monitor procedures to track subgroup reading skills through the use of pre/post/progress tests and online assessments to ensure continuous improvement.

Writing Strategies:

- Monitor progress tests of African-American, Hispanic and Economically-Disadvantaged students.

(6) COURSE CHOICE BASED ON STUDENT GOALS/INTERESTS/TALENT

Reading Strategies:

- Implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.
- Include students with disabilities in grades six through eight to participate in inclusion classes using general education curriculum and Read 180.
- Identify and schedule students for Advanced Academic classes.
- Establish an extended day tutoring in content areas for ESOL Levels 1 through IV students.

(7) MASTER SCHEDULE CHANGES BASED ON STUDENT NEEDS

Reading Strategies:

- Identify students in all subgroups scoring at Achievement Levels 1 and 2 of the FCAT Reading Test, as delineated in the AYP disaggregated data and implement programs to address the reading deficiencies of these students.



School Improvement Plan 2007-2008



(8) PARENTAL ACCESS AND SUPPORT

Reading Strategies:

--Comprehensive Reading Plan Workshops will be held monthly and notification will be provided in the parents' home language.

Mathematics Strategies:

--Provide workshops for parents regarding District and school Mathematics requirements including the Sunshine State Standards and Grade Level Expectations.

(9) APPLIED AND INTEGRATED COURSES

Science Strategies:

--Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project based learning such as: cooperative groups, hands-on activities and problem-solving/critical thinking strategies.

--Provide students with a minimum of two labs per week, hands on activities, research assignments and a Science Fair project to enhance content knowledge and FCAT – based skills per strand.

(10) ACADEMIC AND CAREER PLANNING

Teacher Mentoring, Professional Development:

--Mentor level teachers will be utilized in each area of professional development to support teachers to strengthen their teaching skills and to build school site capacity.

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 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

Increase reading performance of all students on the 2008 FCAT Reading Test.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 41 percent of students have met the State required mastery level. Of the AYP groups, 52 percent of Black students, 51.9 percent of Hispanic students, 51.9 percent of Economically Disadvantaged students, percent of Limited English Proficiency, 51.9 percent of Students with Disabilities scored at or above grade level in reading. Further assessment of data from the FCAT SSS Content Cluster reveals scores of 54 percent on Reference and Research, 55 percent on Words and Phrases, 56 percent on Main Idea, 59 percent on Comparisons. The main area of concern is Reference and Research

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Level I Students scoring at FCAT Reading Achievement Level 3 or higher will increase to 58 percent on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize intervention programs during school and extended day for students reading below grade level.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers	08/07/06	06/01/07	Other/ Not Applicable	0
Implement the Continuous Improvement Model schoolwide through the Instructional Focus (IF) Calendar.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Enroll all students scoring Level 1 on the FCAT Reading Test into intensive reading classes.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize the Media Center to enhance the reading program by book circulation and through reference and research.	Administrators, Media Specialist, Reading Coaches, Reading/Language Arts Chairperson, Reading/Language Arts Teachers	8/7/06	6/01/07	Other/ Not Applicable	0
Identify and target students for remediation in all NCLB subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Use the co-teaching and consultation inclusion models to service Students with Disabilities (SWD) as well as provide accommodations for varied learners.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Implement after-school tutoring through the All Stars Program and the SES tutor.	Administrators, After-School Program Manager, SES Provider, Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0

Schedule site and district-sponsored staff development on the following: (a) identifying and scheduling students for Advanced Academic classes; (b) data analysis and differentiated instruction (c) enroll students reading on grade level in Language Arts Class using McDougal-Littel Language of Literature.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Administer school developed monthly and District interim assessments aligned to the Sunshine State Standards tested benchmarks. A data management system (Edusoft) are used to score assessments. School Performance Indicator (SPI) and Snapshot are used to generate disaggregated data reports and redirect classroom instruction for remediation and enrichment.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize intervention programs by using READ 180 during school for students scoring at FCAT levels 1 and 2 in reading.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Use the School Improvement Zone organizational structure to implement reading in the extended day and evaluate school developed biweekly assessments through Language Arts on reading benchmarks prioritized according to the schoolwide Instructional Focus (IF) Calendar.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize Classroom Inc., Reading Plus and Accelerated Reader for students reading at fourth grade to one grade level below their current grade level.	Administrators, Language Arts Department Chairs, Language Arts/Reading Teachers, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0

Research-Based Programs

Read 180 Enterprise, FCAT Explorer, SPI, Snapshot

Professional Development

Core reading program, intervention programs and assessments, Read 180, Read XL, Reading Plus, CIM, Reading's Big Five, CRIS, SPI, Snapshot, Edusoft, Student Individualized Goal-Setting,

Evaluation

Formative monthly and interim benchmark assessments will be administered to all students. For students reading below the fourth grade level (0.0-3.9), the FORF test will be used for screening and monitoring progress. SRI assessments and writing assessments will be used to monitor progress. District FCAT practice assessments in reading will be administered to all students. The STAR reading tests will be administered to determine student reading levels and to modify instruction. The CELLA test will be administered to all ESOL students. All students will take the 2008 FCAT Reading Test.

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 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

Increase mathematics performance of all students on the 2008 FCAT Mathematics Test.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 40 percent of students met the State required mastery level and 63 percent made a year's worth of progress. Sixty-seven percent of the lowest 25 percentile made adequate progress. The proficiency did increase over the previous year's performance.

Further analysis of student performance by grade and content cluster indicates that the most opportunities for improvement by students in grade 6 are in: Algebraic Thinking, Number Sense and Measurement. The most important opportunities for improvement by students in grade 7 are in: Measurement and Geometry.

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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Mathematics Achievement Level 3 or higher will increase to 62 percent on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Generate disaggregated data reports to redirect classroom instruction for remediation and enrichment.	Administrators, Mathematics Chairperson, Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0
Focus on the cluster of Number Sense across the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Identify all level 1 students in grades six through eight and place them into intensive mathematics classes in the extended day period.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Provide weekly mathematics planning through the use of a curriculum map to support mathematics teachers.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Implement and monitor procedures to track subgroups' mathematics skills through the use of pre/post/progress tests and online assessments to ensure continuous improvement.	Administrators, Mathematics Chairperson, Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0
Analyze data from SPI, Snapshot and Edusoft to determine the strengths and weaknesses of students, and to implement programs to address the mathematics deficiencies. Each student will complete an Personal FCAT Goal-Setting Worksheet that outlines the student's individual FCAT scores. The intent will be to focus on individual student empowerment and allow him/her to target areas of improvement in order to successfully raise the scores.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Provide weekly mathematics planning and instructional support for teachers with greatest needs.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize technology tools such as calculators and computers to enhance classroom instruction.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize the School Improvement Zone organizational structure to implement Mathematics programs in the extended day/extended year component.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Provide and monitor teachers with in-service training in implementing technological resources across the mathematics curriculum.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model for School reform to increase mathematics achievement for all students.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Implement CRISS strategies, test-taking skills, critical thinking strategies and utilization of school/county/state FCAT resources across the mathematics curriculum.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize the before and after school South Florida All-Stars tutorial program (extended day) and SES tutoring program to provide additional assistance to all students. Other extended day academic assistance will include Riverdeep and FCAT Explorer.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Use the School Improvement Zone organizational structure to implement mathematics remediation through the extended day program.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Identify and schedule students for Advanced Academic classes	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Implement monthly and quarterly interim assessments that are aligned to the Sunshine State Standards tested benchmarks.	Administrators, Mathematics Chairperson, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Implement Cognitive Tutor for Algebra I students. The Bridge to Algebra for all eighth grade Pre-Algebra students. Algebraic Thinking for all sixth and seventh grade Level 1 and 2 students.	Administrators, Mathematics Chairperson, All Mathematics Teachers	8/7/06	6/01/07	Other/ Not Applicable	0



School Improvement Plan 2007-2008



Research-Based Programs

River Deep, Bridge to Algebra, Cognitive Tutor.

Professional Development

Professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level. The School Improvement Zone Curriculum Support Specialists and school-site mathematics leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Professional development will be provided on the Instructional Focus Calendar for the Continuous Improvement Model (CIM). Workshops will be conducted with sixth grade teachers implementing the Transition Academy. Teachers will continue to be trained in Creating Independence through Student-owned Strategies (CRISS) intervention for mathematics teachers. Training will be provided to all new teachers in the use of Student Performance Indicator (SPI), Snapshot and Edusoft. Teachers of Algebra I will be trained in the use of Cognitive Tutor. Pre-Algebra teachers in the eighth grade will also be trained to use Bridge to Algebra.

Evaluation

Formative bi-weekly and monthly benchmark assessments will be administered by the teacher along with summative District Mathematics Standards interim assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials. This objective will be evaluated by scores on the 2008 FCAT Mathematics Test. District interim reports will provide formative assessment which will be used to monitor progress toward the objective. Monthly Assessments, and Edusoft are also part of the evaluative process.

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 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"/>

Writing Statement

Increase the writing skills of all students.

Needs Assessment

The combined results of the 2007 FCAT Writing Test indicate that 80 percent of grade eight students have scored at 3.5 or higher. This was a one percent increase in proficiency. The mean essay score by prompt for expository writing was 3.8 and the mean essay score by prompt for persuasive writing was 4.0.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of all grade eight students scoring at FCAT Writing Achievement Level 3.5 or higher will increase by 1 percent on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize best practices and effective learning strategies, such as, CRISS Strategies, Graphic Organizers, One-sentence Summaries, Story Plans, and Journals and peer editing using Florida Writes Rubrics	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Practice writing to develop writing skills, understand holistic scoring, and timed writing throughout the curriculum.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Incorporate writing skills as part of the remedial reading program in the Intensive Plus classes and the eighth period extended day.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Train teachers in the rubric scoring model to assist in grading writing assignments.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Implement tutorial programs through the South Florida All Stars After School Stars Program.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Involve teachers in data driven decision-making by providing them with all available data. Teachers will disaggregate data and implement an Instructional Focus (IF) Calendar program to address the writing deficiencies of students.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Use the School Improvement Zone organizational structure to implement writing through the extended day program.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0

Utilize the Media Center to enhance the writing program through book circulation, and practice with reference and research.	Administrators, Reading/Language Chairperson, Reading Coach, Classroom Teachers.	8/07/06	6/01/07	Other/ Not Applicable	0
Conduct staff development to support best practices and training of teachers in grading the writing requirements.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Administer School Improvement Zone (SIZ) Pretest expository/persuasive writing prompts and analyze student responses to prompts.	Administrators, Language Arts Department Chairperson, Reading Coaches, Language Arts/Reading Teachers	8/07/06	6/01/07	Other/ Not Applicable	0

Research-Based Programs

Rinehart & Winston, Elements of Literature

Professional Development

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

Evaluation

Provide monthly assessments using District prompts to monitor students' progress. Administer the district writing assessment (Pre/Post test) to all students and adjust instruction according to identified needs. Conduct monthly writing assessment in homeroom classes. This objective will be evaluated by scores on the 2008 FCAT Writing Plus Test.

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 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"/>

Science Statement

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

Needs Assessment

The results of the 2007 Science test administration of the FCAT reflect that 21 percent of students met high standards. Students in grade eight demonstrated areas in need of improvement in the following content areas listed according to greatest need: Physical and Chemical Scientific, Thinking, Earth and Space and Life and Environmental.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 46 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the disaggregated data from SPI, Snapshot, and Edusoft to develop a schoolwide Instructional Focus (IF) calendar for annually assessed benchmarks.	Administrators, Science Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Identify and schedule students for advanced academic classes employing data analysis for all assessments.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Use the School Improvement Zone organizational structure to incorporate science programs in the extended day.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Provide students with a minimum of two labs per week, hands on activities, research assignments, and a Science Fair project to enhance content knowledge and FCAT-based skills per strand.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Diasaggregate and analyze the 2006 FCAT Science Test to identify strengths and weaknesses of students in grade eight.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize the district developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades 6 through 8.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Conduct staff development workshops to promote the teaching of science process skills.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project based learning, such as : cooperative groups, hands-on activities and problem-solving/critical thinking strategies.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Conduct a schoolwide Science Fair for students to demonstrate application of the Scientific Process for students in grades 6 through 8.	Administrators, Science Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades 6 through 8.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Implement the District's Suggested Long Range Science Plans for Middle School together with the recommended pacing guide to the Scope and Sequence designed by the School Improvement Zone in conjunction with a curriculum map developed by the school science department.	Administrators, Science Department Chairperson, Science Teachers	8/07/06	6/01/07	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

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

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 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"/>

Parental Involvement Statement

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

Needs Assessment

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

Measurable Objective

Given school wide focus on parental involvement, parents attending related school-sponsored activities will increase by 5 percentage points based on 2006-2007 parental attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan and implement workshops to empower parents to assist students with home learning activities.	Administrators, Social Worker, Reading Coach, Community Involvement Specialist	8/07/06	6/01/07	Other/ Not Applicable	0
Conduct monthly meetings at school in the home languages of the parents to inform and engage parents about school related activities.	Administrators, Community Involvement Specialist	8/07/06	6/01/07	Other/ Not Applicable	0
Maintain an active PTSA with activities conducted in the home language of the student/parent.	Administrators, Community Involvement Specialist, EESAC Chairperson	8/07/06	6/01/07	Other/ Not Applicable	0
Provide an inviting environment for a Parent Resource Center with print rich materials to increase interest and literacy in the student/parent's home language.	Administrators, Community Involvement Specialist, Reading Coaches	8/07/06	6/01/07	Other/ Not Applicable	0
Create a student recognition system to promote parental involvement.	Administrators, Community Involvement Specialist, Classroom Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Promote the The Parent Academy (TPA) by encouraging and promoting student and parent involvement using Connect-ED messages in the home language of the students/parents.	Administrators, Community Involvement Specialist, EESAC Chairperson, Classroom Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize the Community Involvement Specialist to communicate with parents through home visits, workshops, and other related activities such as Subject Area/Grade Level Family Night, Open House, student performances, FCAT Preparation Workshops, etc. using the home language of the students/parents.	Administrators, Community Involvement Specialist, Classroom Teachers	8/07/06	6/01/07	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

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

Needs Assessment

During 2006 - 2007, 1,863 referrals were processed for indoor suspensions and 560 referrals were written for outdoor suspensions.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an incentive program to increase attendance	Administrators, Teachers, Security personnel, Staff members, Trust Counselors, Guidance Counselor	8/07/06	6/01/07	Other/ Not Applicable	0
Train students as Peer Mediators to assist in resolving conflicts prior to escalation to lower the number of disciplinary referrals.	Administrators, Counselors, Teachers, Staff members, Trust Counselor, Guidance Counselor	08/07/06	06/01/07	Other/ Not Applicable	0
Network with Anti-Bullying Liaison, MDCPS Police, and EI Portal Police Department to develop and implement strategies aimed at reducing disciplinary incidents.	Administrators, Anti-Bullying Liaison, MDCPS Police, EI Portal Police, Security Personnel, Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Identify classroom management and student discipline training needs and provide appropriate training for the entire staff.	Administrators, Teachers, Security personnel, Staff members, Counselors, Trust Counselor, Guidance Counselor	8/07/06	/0/07	Other/ Not Applicable	0
Develop an alternative to school suspension plan through parent intervention conferences with the Trust counselor.	Administrators, Teachers, Security personnel, Staff members, Trust Counselor, Guidance Counselor,	8/07/06	6/01/07	Other/ Not Applicable	0
Establish consistent, systematic schoolwide rules and consequences for addressing behavior and discipline problems.	Administrators, Teachers, Security personnel, Staff members, Trust Counselor, Guidance Counselor	8/07/06	6/01/07	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

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

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"/>

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"/>

Technology Statement

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

Needs Assessment

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

Measurable Objective

Given an emphasis on infusing the use of technology across the curriculum, teacher and student use of technology will approach the district average of 2.3 and 2.4, respectively.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase availability of internet access to teachers, students and parents.	Administrators, Teachers, Staff members, Department Chairpersons	8/07/06	6/01/07	Other/ Not Applicable	0
Utilize grants and other funding sources to improve and increase technology usage throughout the school.	Administrators, Magnet Office School of Choice.	8/07/06	6/01/07	Other/ Not Applicable	0
Implement and monitor the use of Excelsior Electronic Gradebook.	Administrators, Teachers	08/07/06	06/01/07	Other/ Not Applicable	0
Provide professional development to teachers in the integration of technology across the curriculum to improve student academic performance.	Administrators, Teachers, Staff members, Department Chairpersons	8/07/06	6/01/07	Other/ Not Applicable	0
Monitor computer usage by teachers and students on a monthly basis.	Administrators	10/2/2006	6/1/2007	Other/ Not Applicable	0
Improve response time of technicians.	Administrators	10/2/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

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

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

Health & Physical Fitness Statement

Horace Mann Middle will provide age-appropriate physical activities to attain an optimal level of fitness in all students enrolled in physical education for the 2007-2008 school year.

Needs Assessment

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of Physical Education students will increase to 52 percent on the 2007-2008 administration of the Physical Fitness Test (FITNESSGRAM) as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote and emphasize the benefits of improving cardiovascular, flexibility, and muscular strength and endurance.	Administrators, Education Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Administer the FITNESSGRAM pre- and post-test to each student to determine fitness progress.	Administrators, Physical Education Teachers	8/07/06	6/01/07	Other/ Not Applicable	0
Conduct competitions in physical education classes to improve student performance on the FITNESSGRAM.	Physical Education Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0
Conduct workshops on health and nutrition, and to implement strategies to increase student performance on FITNESSGRAM.	Physical Education Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

District Wide workshops are offered by the Life Skills Department.

Evaluation

The FITNESSGRAM test will be administered. Using the accompanying software, individual students will be input into the software program and a prescriptive report will be generated for each student. Scores will be compared to the previous year for evidence of increase in the percentage of students scoring three or higher in the FITNESSGRAM Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Students will increase their participation in cultural literacy classes through instruction in homeroom and the enrichment classes during the Academic Improvement Period (AIP as measured by participation in cultural activities, projects, and events at the school and in the district.

Needs Assessment

Students who achieved mastery levels on the 2007 administration of the FCAT for Reading and Mathematics needed to be challenged in a broader range of high quality enrichment classes to include cultural literacy, real world experiences and applied technology.

Measurable Objective

Given instruction in home room and the enrichment classes during the Academic Improvement Period (AIP), the percentage of students participating in cultural literacy classes will increase as compared to 2006 - 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff development for teachers facilitating Classroom, Inc.	Administrators, Teachers Facilitating Classroom, Inc	8/07/06	6/01/07	Other/ Not Applicable	0
Enroll all 6th grade students in Classroom, Inc.	Administrators, Teachers Facilitating Classroom, Inc	8/07/06	6/01/07	Other/ Not Applicable	0
Conduct workshops for teachers on the development of cultural literacy in the enrichment classes of the Academic Improvement Period (AIP).	Administrators, Reading Coaches, Math Coach, Teachers Facilitating Classroom, Inc	8/07/06	6/01/07	Other/ Not Applicable	0
Encourage teachers to participate in competitions, exhibits, projects and showcases.	Administrators Department Chairs Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

Sharpen UP

Professional Development

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

Evaluation

Competitions, showcases, projects, for an increased variety of magnet 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

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"/>

Return On Investment Statement

Horace Mann Middle will rank at or above the 20th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Horace Mann Middle School ranked at the 15th percentile on the State of Florida ROI index.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Administrators, Teachers	8/01/05	5/26/06	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Administrators, Teachers	8/01/05	5/26/06	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrators, Teachers	8/01/05	5/26/06	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators, Teachers	8/01/05	5/26/06	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	0



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