

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HAMMOCKS MIDDLE SCHOOL

District Name: Dade

Principal: Peter H. Cabrera

SAC Chair: Jorge Gutierrez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 08-17-2009

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VISION and MISSION STATEMENTS

Vision

The Hammocks Middle School team joins its parents and community to empower our students through cross curricular literacy to ignite their passion for learning.

Mission

Hammocks Middle School prepares students to be global citizens through participation in activities and initiatives that raise environmental awareness while maintaining high academic standards.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Hammocks Middle School, built in 1984 is located on 15.01 acres in the West Kendall area of Miami-Dade County, Florida, at 9889 Hammocks Boulevard. The school campus neighbors a local fire station and Hammocks Community Park. This 25 year-old school has been retro-fitted to provide internet and intranet access to 100 percent of the classrooms. Construction was completed in 2002 on a new two-story classroom building, providing an additional 21 classrooms

Unique School Strengths for Next Year

Hammocks Middle School has an experienced staff with 49 percent having 15 or more years of teaching experience. The entire student body, as well as faculty and staff supported our efforts of environmental education this past school year. The Hammocks family participated in planting trees, recycling cell phones, sneakers, and reading books. In addition, our Leadership Team will remain intact for the upcoming school year with the addition of a full time Reading Coach. We have made progress towards our goal of being an A school for the eighth year and are working towards meeting AYP for all subgroups of students.

Unique School Weaknesses for Next Year

Due to the opening of a new middle school in the area, Hammocks has suffered in a decline in enrollment which has caused a surplus of teachers. Hammocks Middle has lost three teachers due to retirement, two of which were members of our fine arts/electives department.

Student Demographics

Hammocks Middle School serves a multi-ethnic school population that consists of 1287 students from a predominantly middle-income community. 77 percent are Hispanic, 9 percent are White, 8 percent are Black, and 6 percent are Asian and or multi-racial. Economically disadvantaged students account for 52 percent of the population as indicated by participation in the free or reduced lunch program, which changes our Title I status for the upcoming school year. Additionally, 13 percent of students are Student with Disabilities (SWD), 6 percent are classified as English Language Learners (ELL) and 15 percent of students are Gifted

Student Attendance Rates

Student Attendance Rates Hammocks Middle School has consistently exceeded the district over the past 3 years: Hammocks Middle School, 2006-2007: 96%; 2007-2008: 97%; 2008-2009: 95.06; Miami-Dade District, 2006-2007: 95%; 2007-2008: 96%; 2008-2009: 94.46%. While our student population has decreased significantly over the last three years, our commitment to our student's attendance has not wavered.

Student Mobility

The mobility rate of our school is 18%. This mobility comes from the influence of our South American population

Student Suspension Rates

2006-2007: In-school 445, Out-of-school 204; 2007-2008: In-School 186, Out-of-School 339; 2008-2009: In-School 298, Out-of-School 179. While our numbers of students placed in in-school suspension increased, our numbers for out-of-school suspension decreased by 41. We credit this decrease to utilizing the services of our Trust counselor for peer mediation

Student Retention Rates

The retention rate increased by 0.1 of a percentage point from 2.2 percent during the previous year to 2.3. The District's retention rate is currently percent. 4.7 percent. At this time Mid-year promotion is zero percent as we do not promote students mid-year unless there are special circumstances.

Class Size

The point has been made to reduce class sizes in all subject areas and across grade levels to strengthen the one-to-one relationships between students and teachers. Our average class size by grade level is: 6th Grade: 21.76 students; 7th Grade: 21.92 students; 8th Grade: 20.04 students. The average class size in SWD classrooms is 10.1. By grade level: 6th Grade: 10.66%; 7th Grade: 11.12%; 8th Grade: 8.93%. The average class size in ESOL classes is 19.71%.

Academic Performance of Feeder Pattern

Hammocks Middle receives students from Christina Eve Elementary, Claude Pepper Elementary, Dr. Gilbert Porter Elementary, and Oliver Hoover Elementary. All four schools have maintained their FCAT school grades of an "A" for the past five years. Both Christina Eve, and Gilbert Porter have made AYP for the past four years. Oliver Hoover Elementary has maintained an AYP status of 95 percent for three years. SWD failed to make AYP at Claude Pepper and Oliver Hoover during the 2007-2008 school year. Jorge Mas Canosa is a new middle school which is part of our feeder pattern. It has been opened for two years, earning a grade of C for the first year, and a grade of A for the second year. The high school in our feeder pattern, Felix Varela Senior increased their percentage of students meeting high standards in both Reading and Mathematics during the 2008-2009 school year. During the 2008-2009 school year, Felix Varela opened a Global Studies, and Pre Veterinary Academies for their incoming 9th grade class.

Partnerships and Grants

Hammocks Middle school has established great partnerships with Costco, Home Depot, Starbucks, and Wal Mart. These four neighboring stores will continue to provide additional resources for academic materials to enhance our environmental curriculum. Hammocks Middle School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ELL Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPHY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					Principal of Hammocks MS in 2008-2009: Grade: A Reading Mastery: 71%, Math Mastery: 69%, Science Mastery: 45%, Writing Mastery: 95%. AYP: 87% SWD did not make AYP in Reading; H, ED and SWD

Principal	Mr. Peter H. Cabrera	BS-Elementary Education, Nova Southeastern; Master of Science-Application Technology, Barry University; Certification-Educational Leadership, Nova Southeastern, State of Florida.	2.5	12	<p>did not make AYP in Math.</p> <p>2007-2008: Grade A: Reading Mastery: 68%. Math Mastery: 69%. Science Mastery: 47%. AYP: 85%. Black, ELL, and SWD did not make AYP in Reading or Math.</p> <p>Principal of Caribbean ES in 2006-2007: Grade: C: Reading Mastery: 54%. Math Mastery: 49%. Science Mastery: 15%. AYP: 82%, Black, Economically Disadvantage, and ELL did not make AYP in Reading. Black, Economically Disadvantage, and SWD did not make AYP in Math.</p> <p>2005-2006: Grade: C: Reading Mastery: 49%. Math Mastery: 43%. AYP: 69%. Black, Eco Dis, ELL, and SWD did not make AYP in Reading and Math. Hispanic subgroup did not make AYP in Math.</p> <p>2004-2005: Grade: D: Reading Mastery: 44%. Math Mastery: 37: AYP: 60%. Black, Eco Dis, ELL, and SWD did not make AYP in Reading and Math. Hispanic subgroup did not make AYP in Math.</p>
Assis Principal	Ms. Theresa A. Gilbert	BS- Natural Science, University of South Florida; Master of Science-Education, University of Miami; Ed Specialist-Educational Leadership; Certification-Educational Leadership, State of Florida. National Board Certified Teacher: Early Adolescence Science	2.5	2.5	<p>AP of Hammocks MS in 2008-2009: Grade: A Reading Mastery: 71%, Math Mastery: 69%, Science Mastery: 45%, Writing Mastery: 95%. AYP: 87% SWD did not make AYP in Reading; H, ED and SWD did not make AYP in Math</p> <p>2007-2008: Grade A: Reading Mastery: 68%. Math Mastery: 69%. Science Mastery: 47%. AYP: 85%. Black, ELL, and SWD did not make AYP in Reading or Math.</p> <p>2006-2007: Grade: A: Reading Mastery: 65%. Math Mastery: 65%. Science Mastery: 40%. AYP: 87%. Black, ELL, and SWD did not make AYP in Reading and Math. Curriculum Specialist at Cutler Ridge MS 2005-2006: Grade: A: Reading Mastery 52%. Math Mastery: 50% AYP: 90%. All subgroups made AYP except Black, Hispanic, and Economically Disadvantage in Math.</p> <p>2004-2005: Grade: C: Reading Mastery: 34%. Math Mastery: 39%. AYP: 67%. White Subgroup made AYP in Reading and Math.</p>
Assis Principal	Ms. Calondria E. Williams	BS-Science Education, University of Florida; Master of Science-Educational Leadership, Nova Southeastern; Certification-Educational Leadership, State of Florida	2	2	<p>AP of Hammocks MS in 2008-2009: Grade: A Reading Mastery: 71%, Math Mastery: 69%, Science Mastery: 45%, Writing Mastery: 95%. AYP: 87% SWD did not make AYP in Reading; H, ED and SWD did not make AYP in Math</p> <p>2007-2008: Grade A: Reading Mastery: 68%. Math Mastery: 69%. Science Mastery: 47%. AYP: 85%. Black, ELL, and SWD did not make AYP in Reading or Math.</p> <p>Magnet Lead At Homestead MS in 2006-2007: Grade D: Reading Mastery: 47%. Math Mastery: 43%. Science Mastery: 18% AYP: 67%. White Subgroup made AYP in Reading and Math.</p> <p>2005-2006: Grade: B: Reading Mastery: 44%. Math Mastery: 42%. AYP: 64%. White Subgroup made AYP in Reading and Math.</p> <p>Science Teacher at Homestead MS 2004-2005 Grade: C: Reading Mastery: 34%. Math Mastery: 39%. AYP: 60%. White Subgroup made AYP in Reading and Math.</p>

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
					<p>2008-2009: Grade A Reading Mastery 71% Learning Gains: 65% Lowest 25% : 67% made Gains: SWD did not make AYP in Reading</p> <p>2007-2008: District Curriculum Support Specialist for the Office of Professional Development Response to Intervention Team/worked</p>

Reading	Amrita Persaud	Elementary Education, Middle Grade Integrated Curriculum, Educational Leadership	1	3	with twenty low performing schools 2006-2007: District Curriculum Support Specialist for the Office of Curriculum and Instruction Reading First Program/worked with twenty low performing schools 2005-2006: District Curriculum Support Specialist for the Office of Curriculum and Instruction Reading First Program/ worked with twenty low performing schools 2004-2005: District Curriculum Support Specialist for the Office of Curriculum and Instruction Reading First Program/ worked with twenty low performing schools
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Monthly Team/ Departmental meetings with Administration	Principal/ Assistant Principal	On-going	
2. Support Intern/ Directing teacher opportunities from local Colleges and Universities.	Assistant Principal of Curriculum	Assistant Principal of Curriculum	
3. Soliciting referrals from current employees	Principal	N/A	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mailyn Santiesteban	Professional Certification; Specific Learning Disabled; Middle Grade English	Varying Exceptionality	Ms. Santiesteban has completed all requirements to be certified in Middle Grade Language Arts, and is preparing to take additional test for further certification.
Yanitza Iglesias-Callejas	Professional Certification; Elementary Education; Reading K-12	Middle Grade Language Arts; Reading	Ms. Iglesias is preparing to take additional test for further certification.
Jovana Maximilien	Professional Certification; Specific Learning Disabled	Varying Exceptionality	Ms. Maximilien has taken final course for Reading Endorsement.
Yesenia Ramos	Professional Certification; Elementary Education	Middle Grade Language Arts; Reading	Ms. Ramos has completed all Reading Endorsement classes.
Mayra Reyes	Professional Varying Certification; Exceptionality; Specific Learning Disabled; Middle Grade English; Educational Leadership	Varying Exceptionality	Ms. Reyes has completed all requirements for Reading Endorsement.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
66	0	14	35	52	45	90	3	27	18

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Teachers	Teachers	staff development	At this time we do not have new or struggling teachers on our staff. We will continue to participate in sharing of best practices for the entire teaching staff

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided at Hammocks Middle School to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Our Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the Hammocks school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and/or delinquent students.

Title I, Part C- Migrant

Hammocks Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services at Hammocks Middle School are coordinated with district drop-out prevention programs.

Title II

The District uses supplemental funds for improving basic education at Hammocks Middle School as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through the District for education materials and ELL district support services to improve the education of immigrant and English Language Learners at Hammocks Middle School. The school uses Title III funds to implement and/or provide tutorial programs such as HLAP and reading and supplementary instructional materials.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Hammocks Middle School offers membership to students through DFYIT, a non-violence and anti-drug program that incorporates field trips, community service, drug tests and counseling. Ms. Jan Kaufman, the TRUST specialist, focuses on counseling student to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises

Nutrition Programs

- 1) Hammocks Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start programs are co-located in several surrounding Title I schools and/in the Hammocks community. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students at Hammocks Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities.

Articulation agreements at Hammocks Middle School allow students to earn college and postsecondary technical credits in high school. These agreements will provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses

Job Training

N/A

Other

Parental

Hammocks Middle School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents about available programs, their rights under No Child Left Behind and other referral services.

Hammocks Middle School will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

We will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable by our counselors and social worker.

Additional academic and support services will be provided to students and families of the Migrant population as applicable by our counselors and social worker.

School Improve Grant Fund/School Improvement Grant Initiative

Hammocks Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day/remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal : Provides a common vision for the use of data-based decision-making, ensures that the school-based team is

implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with teachers and parents regarding school-based RtI plans and activities.

Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as inclusion.

Media Specialist: Develops or brokers technology & media services necessary to manage and display literature, data, online resources, and media tools; provides instructional and technical support to teachers and staff regarding media management and display.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team's mission is to develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students.

The team meets periodically to review data, make instructional decisions and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The Leadership Team regularly meets with the Educational Excellence School Advisory Council (EESAC) and to help develop the School Improvement Plan. The team discusses data on: Tier 1 & 2 instruction and interventions; academic and community projects; helps set clear expectations for instruction; facilitates the development of a systemic approach to teaching and helps to align school wide processes and procedures

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN) FORF (Historical Reports), Florida Comprehensive Assessment Test (FCAT), Subject area pretests, Gates MacGinitie, CELLA, FAIR

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), Interim Assessments, FAIR

Midyear: Florida Assessments for Instruction in Reading (FAIR), Interim Assessments

End of year: FAIR, FCAT, Subject area posttest, CELLA

Frequency of Data Days: ongoing data analysis

Describe the plan to train staff on RtI.

Professional development may be provided during teachers' planning time and small sessions will occur throughout the year. The RtI team will also evaluate and identify additional staff PD needs during ongoing Leadership Team meetings

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: In Reading, 6th graders scored highest in the Main Idea/Purpose strand. These same students increased proficiency from 60-67% average correct in the Reference/Research strand between 2008 and 2009. Seventh graders scored highest in the Main Idea/Purpose and Words/Phrases strands. These same students increased proficiency from 61-71% average correct in the Main Idea/Purpose strand between 2008 and 2009. Eighth graders scored highest in the Reference/Research strand. These same students increased proficiency from 54-75% average correct in the Reference/Research strand between 2008 and 2009.

In Mathematics, 6th graders scored highest in the Geometry and Data Analysis strands. Seventh graders scored highest in the Data Analysis strand. These same students increased proficiency 11% points in the Data Analysis and Measurement strands between 2008 and 2009. Eighth graders scored highest in the Number Sense strand. These same students increased proficiency from 42-50% average correct in the Geometry strand between 2008 and 2009.

In Science, 8th graders scored highest in the Scientific Thinking content area.

Weaknesses: In Reading, 6th graders scored lowest in the Words/Phrases strand. These same students decreased proficiency from 64-63% average correct in the Words/Phrases strand between 2008 and 2009. Seventh graders scored lowest in the Comparisons strand. These same students decreased proficiency from 73-64% average correct in the Comparisons strand between 2008 and 2009. Eighth graders scored lowest in the Main Idea/Purpose and Words/Phrases strands. These same students decreased proficiency from 71-63% average correct in the Main Idea/Purpose strand between 2008 and 2009 and 68-63% average correct in the Main Idea/Purpose strand between 2008 and 2009.

In Mathematics, 6th graders scored lowest in the Number Sense and Measurement strands. These same students decreased proficiency from 78-67% average correct in the Geometry strand between 2008 and 2009. Seventh graders scored lowest in the Geometry strand. Eighth graders scored lowest in the Measurement strand. These same students decreased proficiency from 67-58% average correct in the Number Sense strand between 2008 and 2009.

In Science, 8th graders scored lowest in the Life/Environmental Science and Physical Science content areas. These same students decreased proficiency by 12% points in the average answers correct in the Life/Environmental Science and Physical Science content areas between 2008 and 2009.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars were created in May 2009. The Instructional Focus Calendars(IFC) will be updated periodically as determined by ongoing data analysis by the teachers at the school site. District Pacing Guides will allow teachers to follow the district guidelines but the IFC will be based on strengths and needs of the overall school population. The 2009 FCAT results were utilized to develop the Instructional Focus Calendars. Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction. Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on assessments and data results. The duration of instruction for each Benchmark was determined by the amount of time allotted in the Instructional Focus Calendars to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the Instructional Focus Calendars, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting. The administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar is being utilized and implemented effectively. The Reading Coach will also be assigned to teachers who are demonstrating signs of struggling with Instructional Focus Calendar implementation. Teachers who are struggling with implementing the Instructional Focus Calendar will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, or participate in the process of observing other teachers who are successful. Instructional coaches and/or department chairpersons will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: In 6th grade, Words/Phrases was the least proficient strand and will be given priority focus. In 7th grade, Comparisons was the least proficient strand and will be given priority focus. In 8th grade, Words/Phrases & Main Idea/Purpose were the least proficient strands and will be given priority focus.

Writing: Both persuasive and expository writing will be given priority focus.

Mathematics: In 6th grade, Number Sense & Measurement were the least proficient strands and will be given priority focus. In 7th grade, Geometry was the least proficient strand and will be given priority focus. In 8th grade, Measurement, was the

least proficient strand and will be given priority focus.

Science: Life and Environmental Sciences & Physical and Chemical Sciences were the least proficient content areas and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once Interim Assessment results are released in Fall, teachers grouped in teams will analyze and determine student learning gains by classroom and adjust instruction to prevent low-performing students from failing to meet high standards. In addition, the Leadership Team will conduct an analysis of learning gains to allow the strongest teachers to be paired with the weakest students

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Hammocks Middle School offers students elective courses in art, drama, technology, band and foreign language study. Some of these courses focus on job skills and offer career-to-school connections. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant and meaningful. Teachers are also provided reading materials and activities that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Hammocks Middle School offers students elective courses in art, drama, technology, band and foreign language study. Some of these courses focus on job skills and offer career-to-school connections. Every year, students and parents participate in subject selection at Hammocks Middle School that is for next year's curriculum. Also, in the Spring, 5th grade students and parents from surrounding elementary schools participate in a curriculum fair that exposes them to our school curriculum to help inform their course selection. Students will be allowed to meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final subject selection is sent home for parent's signature.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet bi-monthly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results in Mega Monday meetings. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will meet weekly for department level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

Focus lessons will be developed in collaboration between the instructional coaches for each subject area and teachers based on a review of previous assessments where students were struggling. The focus lessons selected by the team are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. The focus lessons will be taught during the class period. Language Arts, Reading, Mathematics, and Science teachers will teach the focus lesson that correlates with their subject area.

How will instructional focus lessons be revised and monitored?

Student mastery on interim and classroom assessments will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Interim Assessments based on the focus lessons will be administered to all students at Hammocks Middle School. The assessments will be administered three times per year. Interim Assessment data will be used to measure student progress in instruction and intervention

How are assessments used to identify students reaching mastery and those not reaching mastery?

Interim Assessments based on the focus lessons will be administered to all students at Hammocks Middle School. The assessments will be administered three times per year. Interim Assessment data will be used to measure student progress in instruction and intervention.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Hammocks Middle School students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Hammocks Middle School teachers will meet weekly to discuss findings and to share best practices. The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week they will meet by department. This rotation will continue throughout the year. The meeting will be facilitated by the instructional coach, the team leader, and/or the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team at Hammocks Middle School will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The Reading Coach will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. She will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Comprehensive Intervention Reading Programs: Voyager Passport Reading Journeys and Language!
Supplemental Intervention Reading Programs: Jamestown Readers, Quick Reads, Accelerated Reader and Reading Plus
Comprehensive Intervention Mathematics Program: Academy of Math
Glencoe McGraw-Hill state adopted Science series, Grades 6-8
Florida Holt Earth Science state-adopted Science series for Honors Earth Space Science
Glencoe McGraw-Hill state adopted Mathematics series, Grades 6-8

The instructional resources above are utilized in the daily curriculum at Hammocks Middle School. Strategies for implementation of remediation and enrichment will be determined by the teacher using the materials listed in a manner which will allow for student success and academic advancement.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized at Hammocks Middle School. Computerized programs or instructional software (e.g. Reading Plus), in addition to Internet instructional Web sites such as FCAT Explorer and Riverdeep will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas throughout the school year. Resources and strategies provided at professional development workshops will

also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school or during FCAT sessions on Saturdays.

How does the school identify staff's professional development needs to improve their instructional strategies?

Hammocks Middle School uses Interim Assessment data, classroom observation data and a survey of teacher needs to identify areas of professional development. In addition, common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and Interim assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) Hammocks Middle School students who consistently demonstrate academic difficulties will receive supplemental and intensive instruction/interventions. Students not making mastery will be offered after-school assistance via SES, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services.

How will the effectiveness of the interventions be measured throughout the year?

All instructional personnel providing services to a student at Hammocks Middle School not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's gifted or honor society activities. Students also enroll in elective classes that include art or foreign language.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Teacher Mentoring Program

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Language Arts 6-8	LA Dept. Chair	Bi-Weekly	Mondays	Share best practices; Review data from Baseline and Interim Assessments to improve student performance.
Mathematics 608	Math Dept. Chair	Bi-Weekly	Mondays	Share best practices; Review data from Baseline and Interim Assessments to improve student performance.
Social Studies 6-8	SS Dept. Chair	Bi-Weekly	Mondays	Share best practices; Review data from Baseline and Interim Assessments to improve student performance.
Science 6-8	Science Dept. Chair	Bi-Weekly	Mondays	Share best practices; Review data from Baseline and Interim Assessments to improve student performance.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 66% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents a Increase of 2% compared to 64% who achieved mastery in 2008. Particular emphasis will be placed on the area of Comparison where all grade levels scored below proficiency.		1. Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will implement the new FAIR (Florida Assessment for Instruction in Reading) assessments to monitor student progress and administer Interim Assessments to determine individual student needs placing emphasis on the content cluster of Comparison.	1. Principal and the Reading Coach	1. Review FAIR data and Interim Assessment data reports to ensure teachers are assessing students at the appropriate level.	1. Printout of FAIR assessments and Edusoft reports for Interim Assessments.
2	2. Identify the lowest 25 percentile in reading and monitor student progress as the year progresses.	2. Principal Reading Coach Language Arts Chair Language Arts Teachers	2. Review data reports to ensure the needs of individual students are being addressed through intervention, remediation and targeted instruction.	2. Data Assessments
3	3. Develop an Instructional Focus Calendar (IFC) for Reading and Language Arts classes and update as needed in Mega Monday planning sessions with departments and grade levels Utilization of graphic organizers, concept maps and key words will be will be part of the instructional strategies used in all classrooms.	3. Reading Coach, Language Arts Chair	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments and Interim Assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grades 6-8, 33 % of Students with Disabilities (SWD) achieved mastery on the 2009 administration of the FCAT Reading Test. This represents a decrease of 2% compared to		Given instruction using the Sunshine State Standards, 72% of SWD students in grades 6-8 will achieve mastery on the 2010 FCAT Reading Test.	

35% of SWDs who achieved mastery in 2008.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Determine core instructional needs by reviewing FAIR assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within the Intensive Reading class using the core materials of Voyager and Language !	1. Reading Coach	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark will be calculated.	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
2	2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	2. Reading Coach	2. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	2. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
3	3. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	3. . RtI Team/Case Manager	3. Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	3. FAIR OPM data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery on the 2010 FCAT Reading Test	Effective use of Differentiated Instruction in the classroom.	Reading Coach	September 2009	Lesson Plans Walkthroughs	Principal Reading Coach
Given instruction using the Sunshine State Standards, 72% of SWD students in grades 6-8 will achieve mastery on the 2010 FCAT Reading Test.	Supplemental and Targeted Instruction for Students Needs	Reading Coach	November 2009	Lesson Plans Walkthroughs	Principal Reading Coach ESE Specialist
Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery on the 2010 FCAT Reading Test	CRISS specifically utilization of graphic organizers, concept maps and open compare and contrast strategies.	Reading Coach	November 2009	Lesson Plans Walkthroughs	Principal Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

The overall school initiative for the 2009-2010 school year is to promote literacy through Environmental Education in all aspects of our school program. The Reading Coach will work with each department to determine the most effective strategies to utilize for the core subject areas. Instructional Focus Calendars will be used in Social Studies that will be aligned with the reading instructional focus for an interdisciplinary

effort to ensure the responsibility of teaching reading. The school will participate in a comprehensive reading period where each core subject area teacher will monitor student reading throughout the day. Our media center is undergoing a major restructuring and funding has been established to purchase new and current reading material for students which will include books that are part of the Accelerated Reading Program. The restructuring will allow the media center to maximize student and staff involvement in the reading process. Targeted walkthroughs will be utilized to monitor the reading initiatives at Hammocks Middle School.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager,	District Funds	\$25,000.00
Language I	District Funds	\$44,000.00
		Total: \$69,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars, Differentiated Instruction	School site	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
New media center books to be purchased and utilized by students and staff.	EESAC, Title I	\$30,000.00
		Total: \$30,000.00
		Final Total: \$100,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 64% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This is the same percentage as compared to those who achieved mastery in 2008. Particular emphasis will be placed on the area of Measurement where grades 6 and 8 did not meet proficiency.		Given instruction using the Sunshine State Standards, 74% of students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize the Florida Continuous Improvement Model (FCIM) to identify	1. Principal	1. Review student grouping charts frequently and ensure	1. .Progress of all students on assessments.

	students in the core curriculum needing intervention and enrichment.		groups are redesigned to target the need of students based on assessment.	
2	2. Conduct bi-weekly department and grade level meetings through Mega Mondays to adjust curriculum and instruction as well as to examine and analyze student performance leading to adjustments in instruction targeting the area of Measurement by providing students with a variety of measurement activities.	2. Principal Math Department Chair	2. Review of Instructional Focus Calendars and teacher planning to redirect instruction as needed.	2. Lesson Plans Focused Walkthroughs
3	3. Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress targeting the area of Measurement by developing students understanding of the use of measurement tools.	3. Principal Math Department Chair	3. Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	3. Increased achievement between assessments.

Based on the Needs Assessment, I Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 33% of Students With Disabilities achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a increase of 2% compared to 31% of SWD students who achieved mastery in 2008.		Given instruction using the Sunshine State Standards, 74% of Students with Disabilities in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Determine core instructional needs by reviewing common assessment data for all students . Plan differentiated instruction using evidence-based instruction/ interventions within the mathematics periods.	1. . Principal Math Department Chair	1. . Grade-level teams will review results of common assessment data to determine progress toward benchmarks	2. Common assessments tied to Next Generation Math Standards.
2	2. Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction	2. Principal Math Department Chair	1. . Grade-level teams will review results of common assessment data to determine progress toward benchmarks 2. Grade-level teams will review results of common assessment data to determine progress toward benchmarks.	2. Common assessments tied to Next Generation Math Standards.

3	3. Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	3. RTI Team	3. Grade-level teams will review results of common assessment data to determine progress toward benchmarks.	3. Common assessments tied to Next Generation Math Standards.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 59% of Economically Disadvantaged Students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a Increase of 3% compared to 56% of Economically Disadvantaged students who achieved mastery in 2008.		Given instruction using the Sunshine State Standards, 74% of Economically Disadvantaged Students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Begin transition to the Next Generation Math Standards in all math classes.	1. .Principal Math Department Chair	1. Lesson Plans Walkthroughs	1. Focused Walkthroughs
2	2. Involve teachers in data-driven decision making by providing them with all available data to enable an analysis of the on-going progress of their students.	2. Principal Math Department Chair	2. Mega Monday teacher planning sessions	2. Interim Assessment data reports.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 64% of Hispanic Students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents the same percentage as 2008.		Given instruction using the Sunshine State Standards, 74% of Hispanic Students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and computer software programs such as Academy of Math to reinforce mathematical concepts.	1. Principal Math Department Chair Math Teachers	1. Lesson Plans Walkthroughs	1. Student performance on Interim Assessments.
2	2. Conduct bi-weekly meetings through Mega Mondays to adjust curriculum and instruction as well as to examine and analyze student performance leading to adjustments to instruction throughout the program.	2. . Principal Math Department Chair	2. Interim Assessments Minutes of meetings	2. Student performance on Interim Assessments.

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Effective Implementation of the Instructional Focus Calendar	Math Department Chair	September 2009	Classroom Visits	Principal Math Department Chair
Given instruction using the Sunshine State Standards, 74% of Students with Disabilities in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Differentiated Instruction and Utilization of Measurement tools and activities.	District Math Supervisor	November 2009	Focused Walkthroughs	Principal Math Department Chair
Given instruction using the Sunshine State Standards, 74% of Economically Disadvantaged Students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Next Generation Math Standards	Math Department Chair	November 2009	Documentation in lesson plans	Principal Math Department Chair
Given instruction using the Sunshine State Standards, 74% of Hispanic Students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test	Effective Use of Manipulatives and Hands-On Activities targeting Measurement.	Math Department Chair	October 2009	Classroom Observations and documentation in lesson plans	Principal Math Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Academy of Math	Title 1	\$2,100.00
		Total: \$2,100.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	School Site	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,100.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 41% of 8th grade students scored at Level 3 or above. This represents a decrease of 2% from 43% of 8th grade students who scored Level 3 or above in 2008. Particular emphasis will be placed on the areas of Physical / Chemical and Life/Environment where 8th graders scored the lowest percentages.		Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize hands-on laboratory experiments two times per week using the 5E model, science stations and prepare students for the district Science Fair using science process skills while emphasizing the areas of Physical/Chemical and Life/Environment content clusters.	1. Principal Science Department Chair	1. The created lab schedule will be implemented with fidelity and monitored by the Principal	1. Improvement on science assessments Participation in Science Fair
2	2. Utilize the Florida Continuous Improvement Model (FCIM) to identify students in the core curriculum needing intervention and enrichment while targeting the areas of Physical/Chemical and Life/Environment by participating in the Fairchild Challenge Program.	2. Principal Science Department Chair	2. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	2. Improvement on science assessments
3	3 Tested grades continue to use current science standards.	3. Principal Science Department Chair	3. Lesson Plans Walkthroughs	3. Focused Walkthroughs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Effective Implementation of the FCIM-analyzing data	Science Department Chair	September 2009	Classroom Visits Monitoring Mega Monday Department meetings	Principal Science Department Chair
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Fairchild Challenge program and activities	Science Department Chair	September 2009	Documentation in lesson plans	Principal Science Department Chair
Given instruction based on the					

Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	The 5 E Model for Teaching Science- how students can create their own experiments using science process skills and concepts.	District Supervisor	November 2009	District Supervisor	Principal Science Department Chair
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	Temporary Coverage for Professional Development	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 84% of the students in 8th grade scored level 4.0 or above in writing. This shows an increase of 8 % as compared to the 2008 results. Expository writing will be emphasized where 82% of students scored at 4.0 and above.		Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 8th grade students will achieve a 4.0 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time. Particular emphasis will be focused on expository prompts.	1. Principal Reading Coach Language Arts Department Chair	1. Monitoring of student writing samples for growth	1. Progress between the Pretest Prompt and Mid-year Prompt

2	2. The revision and editing process will be explicitly taught and seen in student writing drafts targeting expository writing.	2. Principal Reading Coach Language Arts Department Chair	2. Monitoring of student writing samples Walkthroughs Lesson plans	2. Progress between the Pretest Prompt and Mid-year Prompt.
3	3. Teach writing using the Six Traits of Effective Writing strategies from grades six through eight, with emphasis on the use of the six-point rubric and strong versus weak arguments having to do with expository prompts.	3. Principal Reading Coach Language Arts Department Chair	3. Lesson plans Walkthroughs	3. Progress between the Pretest Prompt and Mid-year Prompt.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 8th grade students will achieve a 4.0 or above.	Six Traits of Effective Writing targeting strategies for Expository writing.	Language Arts Department Chair	September 2009	Monitor student writing samples, lesson plans	Principal Reading Coach Language Arts Department Chair
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 8th grade students will achieve a 4.0 or above.	Writing strategies emphasizing the incorporation of the writing process in writing instruction with emphasis on Expository writing.	Language Arts Department Chair	October 2009	Lesson plans Student writing samples	Principal Reading Coach Language Arts Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	District	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,000.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent contacts at Hammocks Middle School in relation to community and school events focusing on student achievement and academic success.		The school will increase the number of parent contacts by 1% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school to improve communication between home and school focusing on strategies to improve student achievement.	1. Principal	1. Review parent telephone logs	1. Parent Attendance sign-in sheets
2	2. Use of Connect Ed messaging system.	2. Selected school staff	2. Collect participation data	2. Title 1 Administration Parental Involvement Monthly School Report
3	3. Maintain parental telephone logs and activity reports.	3. Principal	3. Tally Parental Involvement Monthly School and Activity Reports.	3. Title 1 Administration Parental Involvement Monthly Activities

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on Parent surveys 80% of parents agree that computers are used effectively to facilitate and enrich student academic achievement in Reading, Mathematics and Science.		85% of parents will indicate that they feel computers are used effectively.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Science and math classes will utilize Gizmo, Riverdeep and FCAT Explorer software with their classes.	1. Principal Department Chair	1. Computer Room usage logs	1. Computer Room usage logs
2	2. Language Arts and Social Studies Classes will utilize software Programs with their classes.	2. Principal Department Chair	2. Computer Room usage logs	2. Computer Room usage logs
3	3. Intensive Math classes will utilize the Academy of Math to focus on remediation and targeted instruction.	3. Principal Department Chair	3. Computer Room usage logs	3. Computer Room usage logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The school will increase the number of parent contacts by 1% by June 2010	Title I in Action: A Practitioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009 – 2010 school year.	Effective will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.
85% of parents will indicate that they feel computers are used effectively.	Technology Workshop	District Supervisor	November 2009	Computer usage logs.	Principal Subject Area Department Chairs

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
% of Title I Part A Schoolwide allocation and District parental set-aside	Title I Part A	\$300.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	District School site	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,300.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager,	District Funds	\$25,000.00
Reading	Language !	District Funds	\$44,000.00
Parental Involvement	% of Title I Part A Schoolwide allocation and District parental set-aside	Title I Part A	\$300.00
			Total: \$69,300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Academy of Math	Title 1	\$2,100.00
			Total: \$2,100.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars, Differentiated Instruction	School site	\$1,000.00
Mathematics	Temporary Coverage for Professional Development	School Site	\$1,000.00
Writing	Temporary Coverage for Professional Development	District	\$1,000.00
Science	Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	Temporary Coverage for Professional Development	\$1,500.00
Parental Involvement	Temporary Coverage for Professional Development	District School site	\$1,000.00
			Total: \$5,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	New media center books to be purchased and utilized by students and staff.	EESAC, Title I	\$30,000.00
			Total: \$30,000.00
			Final Total: \$106,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology/Media Center	6000
Student Activities	3000

Describe the Activities of the School Advisory Council for the Upcoming Year

The Educational Excellence School Advisory Council (EESAC) has an important function for the success of Hammocks Middle School. Listed below are some of the functions of the EESAC.

- Reach out to community to obtain more partners
- Organize family events involving school initiatives of literacy and environmental education
- Sponsor drives to increase parent involvement

Work with school stakeholders to implement and review progress of the School Improvement Plan

SAC Members

Members

- 1) Peter H. Cabrera, Principal
- 2) Jorge Gutierrez, SAC Chair
- 3) Sandy Real, Student
- 4) Carol Vandervennet, Teacher
- 5) Lance Caesar, Teacher
- 6) Katerina Friedlander, Teacher
- 7) Eric Huber, Teacher
- 8) Bob Patterson, Business Member
- 9) Don Kearns, Parent
- 10) Sammy Puente, Parent
- 11) Antonieta Bautista, Parent
- 12) Eva Arvanitopoulous/Fernandez, Parent
- 13) Maria Donate, Parent
- 14) Humberto Jimenez, Parent
- 15) Collin Gray, Parent
- 16) Lisa Zuozo, School Support Personnel
- 17) Janis Kaufman, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade HAMMOCKS MIDDLE SCHOOL 6221													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1272 Math: 1272		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	66	Y	64	N			Y			NA	36	34	NA	36	36	N	63	NA	64	N			
WHITE	100	Y	100	Y	73	Y	73	Y			Y			NA	26	27	NA	32	27	NA	68	NA	71	NA			
BLACK	99	Y	99	Y		NA		NA	92		Y			NA			NA			NA							
HISPANIC	100	Y	100	Y	65	Y	64	N			Y			NA	38	35	NA	36	36	N	63	NA	64	N			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	62	N	59	N	93		Y			NA	45	38	Y	44	41	N	59	NA	58	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA	76	86	Y			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	33	N	33	N	88	91	Y			NA	65	67	N	69	67	N	27	N	31	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade HAMMOCKS MIDDLE SCHOOL 6221													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1559 Math: 1559		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	64	Y	64	Y			Y			NA	41	36	NA	40	36	NA	60	NA	71	NA			
WHITE	100	Y	100	Y	74	Y	68	Y			Y			NA	32	26	NA	35	32	NA	63	NA	72	NA			
BLACK	100	Y	100	Y	53	N	47	N	93	92	Y			NA	44	47	N	50	53	N	52	N	54	N			
HISPANIC	100	Y	100	Y	62	Y	64	Y			Y			NA	43	38	NA	41	36	NA	59	NA	72	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	N	56	N	93	Y				NA	50	45	Y	50	44	Y	53	NA	64	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	34	N	42	N	87	76	N			NA	75	66	N	62	58	N	54	N	64	N			
STUDENTS WITH DISABILITIES	100	Y	100	Y	35	N	31	N	88	88	N			NA	75	65	N	76	69	N	37	N	41	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade HAMMOCKS MIDDLE SCHOOL 6221													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2168 Math: 2168		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	59	Y	60	Y			Y			NA	35	41	NA	40	40	NA	49	NA	65	NA			
WHITE	100	Y	100	Y	68	Y	65	Y			Y			NA	28	32	NA	35	35	NA	45	NA	66	NA			
BLACK	100	Y	100	Y	56	Y	50	N	93	Y				NA	48	44	NA	54	50	N	50	NA	59	Y			
HISPANIC	100	Y	100	Y	57	Y	59	Y			Y			NA	36	43	NA	41	41	NA	49	NA	66	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	50	N			Y			NA	44	50	N	48	50	N	47	N	61	Y			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	25	N	38	N	94	87	N			NA	63	75	N	60	62	N	52	N	55	N			
STUDENTS WITH DISABILITIES	99	Y	99	Y	25	N	24	N	89	88	N			NA	78	75	N	78	76	N	37	N	41	N			

SCHOOL GRADE DATA

Dade School District HAMMOCKS MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	71%	69%	95%	45%	280
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
% of Students Making Learning Gains	65%	65%			130
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 					

Adequate Progress of Lowest 25% in the School?	67% (YES)	63% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HAMMOCKS MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	69%	92%	47%	276	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	76%			144	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	69% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HAMMOCKS MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	65%	92%	40%	262	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	70%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	69% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested