

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: HIGHLAND OAKS MIDDLE SCHOOL

District Name: Dade

Principal: Ms. Dawn M. Baglos

SAC Chair: Ms. Renee Yeslow

Superintendent: Mr. Alberto Carcalho

Date of School Board Approval: Pending School Board Approval

Last Modified on: 09-16-2009

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VISION and MISSION STATEMENTS

VISION

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and a tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all the goals set forth.

MISSION

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

Highland Oaks Middle School's vision and mission are defined by high academic standards, the middle school philosophy, and the implementation of the most current and effective educational practices, so that all students become valuable and productive members of their community and society as a whole.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Highland Oaks Middle School, serving grades 6, 7, and 8, was built in 1976 and is located in northeast Miami-Dade County. The campus is 13.9 acres comprised of a two-story building, a west wing one-story building, and 18 classroom portables. The school has been acknowledged for its outstanding reputation in academic achievement, safe school environment, exceptional faculty and staff, and strong parental involvement. It has been recognized as an "A" school for the past four years.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Highland Oaks Middle School is unique in the quality of programs offered to increase and maintain high student achievement. There are numerous indicators that support the school's continuing efforts towards high academic standards: Secondary School Reform (SSR), an all inclusive Advanced Academic Program (Gifted), advanced and high school honors accredited classes; elective classes that support academics such as law studies, speech and debate, journalism, and entrepreneurship; clubs that include National Junior Honor Society (NJHS), Florida Educators Association (FEA), Florida Business Leaders Association (FBLA), and Science Engineering Computers and Mathematics (SECME); numerous computer programs related to reading, mathematics, and science. Additionally, The Literacy Leadership Team works cohesively with the Curriculum Council and Team Leaders to accelerate student performance and achievement. Furthermore, Highland Oaks Middle School has a parental community which actively supports their children's academic growth.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

While a high achieving school, Highland Oaks Middle School continues to be concerned about improving the students' higher academic abilities in reading, mathematics, science, and writing. The school also emphasizes strategies and programs that proactively address truancy, bullying, and individual emotional problems.

Student Demographics

Student Demographics

The student population consists of 25% White, 35% Black non-Hispanic, 36% Hispanic, 2% Asian, .16% American Indian, and 1.84% Multiracial students. 52.9% of the students are eligible for free and reduced lunch. 8.1% are students with disabilities (SWD), 4.7% are English Language Learners (ELL), and 16.3% are gifted students. Student population by grade level is 404 in 6th grade, 747 in 7th grade, and 721 in 8th grade.

Student Attendance Rates

Student Attendance Rates

The average attendance rate for students in 2008-2009 was 95.30% as compared to the 95.47% district average. This represents a slight decrease from the previous two school years of 95.74% (2007-2008) and 95.38% (2006-2007), respectively. This slight decrease mirrors that of the District's slide from 95.81% in 2007-2008.

Student Mobility

Student Mobility

The mobility index at Highland Oaks Middle School is 21 for the 2008-2009 school year. This is six points less than the District's index of 27.

Student Suspension Rates

Student Suspension Rates

The suspension rate at Highland Oaks Middle School for the 2008-2009 school year increased from the previous two years due to budget constraints. Previously, the use of Saturday School was an added intervention to avoid student suspension. Unfortunately, Saturday School was not an option in the 2008-2009 school year. The total number of days suspended for both indoor and outdoor was 923, while in 2007-2008 it was 472. The total number of days suspended in 2006-2007 was 737. It is noteworthy, that the District's average days suspended also saw an increase in the number of days suspended in Middle Schools for the 2008-2009 school year.

Student Retention Rates

Student Retention Rates

The retention rate at Highland Oaks Middle School is 2.7% for the 2008-2009 school year. This is three percentage points less than the District's average of 5.7%. This indicates a promotion rate of 97.3%, and the school promotion rate into grade 9 is 97.2%.

Class Size

Class Size

While the school remains overcrowded for its original building capacity, grade level enrollment variations are mainly due to the opening of two new neighboring K-8 centers. Presently, grade level enrollments are 404, 747, and 721, respectively, for grades six, seven, and eight. Through the use of portables and co-teaching the teacher/student ratio is presently 1:22 and the average class size is 19.09 students.

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

Highland Oaks Middle School is part of the Dr. Michael M. Krop Feeder Pattern. There are three elementary schools that feed into Highland Oaks Middle School. They are V.A. Boone Highland Oaks, Madie Ives, and Ojus. Academic performance data for the feeder pattern schools in 2007-2008 are as follows: V.A. Boone Highland Oaks Elementary school grade "A", Madie Ives Elementary school grade "B", Ojus Elementary school grade "B", and Dr. Michael Krop Senior school grade "A". All three elementary schools made AYP and meet 100% of the criteria. However, Dr. Michael Krop Senior did not meet AYP for their ELL, SWD, Economic Disadvantage, Hispanic and Black subgroups in reading. Two of the feeder pattern elementary schools, Madie Ives Elementary and Ojus Elementary, dropped from "A" schools to "B" schools in the 2007-2008 school year. Both due to a decline in the percentage of lowest quartile students making adequate progress. Many of our students continue programs that were introduced in the elementary schools. V.A. Boone Highland Oaks Elementary, Highland Oaks Middle, and Dr. Michael M. Krop Senior collectively developed an articulation team that strives to provide a smooth transition of academic programs from the elementary school level to senior high school.

Partnerships and Grants

Partnerships and Grants

At this time, Highland Oaks Middle School has an active Grant Committee that is pursuing several grants.

Highland Oaks 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, ESOL/LEP programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information Resource Center (PERC), the PTA/PTSA, Upward Bound, and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with 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, and homeless children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title 1 personnel will, on an on-going basis, work with the appropriate staff to increase the 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, Learning 100.

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	Ms. Dawn M. Baglos	Elementary Ed. K-6 ESOL K-12 Educational Leadership	1	7	<p>2008-9 Principal, Highland Oaks Middle School</p> <p>2008-9 Grade A Reading Mastery 72% Math Mastery 72% Science Mastery 48% Writing Mastery 95% White and Hispanic students met AYP in Reading while Black, ELL, Economically Disadvantaged, and SWD students did not. White, Black, Hispanic, and ELL met AYP in math while, Economically Disadvantaged did not.</p> <p>Principal, Crestview Elementary School 2007-8 Grade C Reading Mastery 67% Math Mastery 68% Writing Mastery 81% AYP Status was met for all subgroups.</p> <p>Assistant Principal Dr. Michael Krop High School 2006-7 Grade C Reading Mastery 44% Math Mastery 72% Writing Mastery 87% Science 39% White was the only subgroup to meet AYP in Reading, while Black, Hispanic, ELL, and SWD did not. White, Black, Hispanic, and Economically Disadvantaged met AYP in Math with ELL and SWD did not.</p> <p>2005-6 Grade B Reading Mastery 45% Math Mastery 71% Writing Mastery 90%, White met AYP in Reading, while Hispanic, Black, ELL, Economically Disadvantaged and SWD did not. All subgroups except SWD met AYP in Math.</p> <p>2004-5 Grade B Reading Mastery 41% Math Mastery 74% Writing Mastery 93%. White and Hispanic students met AYP in Reading while Black, Economically Disadvantaged, ELL, and SWD did not. All subgroups except SWD met AYP in Math.</p>

						<p>2003-4 Grade B Reading Mastery 43% Math Mastery 71% Writing Mastery 95% Black, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading while white students did. All subgroups except SWD met AYP in Math.</p>
Assis Principal	Ms. Beverlee Rosen	Educational Leadership K-12 English	5	13	<p>Assistant Principal Highland Oaks Middle School</p> <p>2008-9 Grade A Reading Mastery 72% Math Mastery 72% Science Mastery 48% Writing Mastery 95% Black, ELL, Economically Disadvantaged, and SWD students did not make AYP in Reading. Economically Disadvantaged and SWD students did not make AYP in Math.</p> <p>2007-8 Grade: A Reading Mastery: 71%, Math Mastery70% Writing Mastery 93% Science Mastery 42%. All subgroups except ELL students made AYP in Reading. Black, ELL and SWD did not make AYP in Math, while White, Hispanic, and Economically Disadvantaged did.</p> <p>2006-7 Grade: A Reading Mastery 69% Math Mastery 70%, Writing Mastery 91%, Science Mastery 42% SWD did not meet AYP in Reading and Math, while all other subgroups did.</p> <p>2005-6 Grade A Reading Mastery: 68% Math Mastery 66%, Writing: 88% Science N/A. ELL and SWD students did not make AYP in Reading, while all other subgroups did. Black and SWD students did not make AYP in Math, while all other subgroups did.</p> <p>2004-5 Grade A Reading Mastery 57%, Math Mastery 63%, Writing Mastery 81% Science N/A. ELL and SWD students did not make AYP in Reading, while all other subgroups did. Black and SWD students did not make AYP in Math, while all other subgroups did.</p> <p>2003-4 Grade B Reading Mastery 56%, Math Mastery 60% Writing Mastery 91%. SWD students did not make AYP in Reading or Math, while all other subgroups did.</p>	
Assis Principal	FernandoDiaz	Educational Leadership Elementary Education		11	<p>Assistant Principal Miami Edison Middle School</p> <p>2008-9 Grade D Reading Mastery 39% Math Mastery 28% Science Mastery 9% Writing Mastery 89% Subgroups did not make AYP in reading or math.</p> <p>Principal North Miami Middle 2008-9 Grade D Reading Mastery 42% Math Mastery 36% Science Mastery 13% Writing Mastery 81% Subgroups did not make AYP in reading or math.</p> <p>Principal Jesse McCrary 2007-8 Grade D Reading Mastery: 41%, Math Mastery 48% Writing Mastery 84% Science Mastery 26%. Subgroups did not make AYP in reading or math.</p> <p>2006-7 Grade: C Reading Mastery 45% Math Mastery 47%, Writing Mastery 85%, Science Mastery 15%</p>	

					<p>Hispanics and Economically Disadvantaged did not meet AYP in Reading. Hispanics and ELL did not make AYP in Math.</p> <p>Assistant Principal Hialeah Senior High School 2005-6 Grade C Reading Mastery: 28% Math Mastery 53%, Writing: 78% Science N/A. AYP was not in the subgroups for reading or math.</p> <p>2004-5 Grade C Reading Mastery 24%, Math Mastery 52%, Writing Mastery 81% . AYP was not met in the subgroups for reading or math with the exception of Hispanic in math.</p> <p>2003-4 Grade D Reading Mastery 22% Math Mastery 50% Writing 87% Science N/A Subgroups in reading did not make AYP. White, Hispanic, and Economically Disadvantaged did not make AYP in math.</p>
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* 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 *
Reading Coach	Laura Goulding	BA K-3 Reading Endorsed K-12	4	2	<p>Highland Oaks Middle School 2008-09 Reading Coach Grade N/A Reading Mastery 65%</p> <p>2007-08 Reading Coach Grade A Reading Mastery: 71% , Learning Gains: 68%,Lowest 25% Gains: 71% ELL students did not make AYP in Reading</p> <p>2006-07 Reading Teacher Grade A Reading Mastery: 69% Learning Gains: 62%, Lowest 25% Gains: 67% SWD did not meet AYP in Reading</p> <p>2005-06 Reading Teacher Grade A Reading Mastery: 68% Learning Gains: 73%, Lowest 25% Gains: 78%. ELL and SWD students did not make AYP in Reading.</p> <p>2004-05 Reading Teacher Grade A Reading Mastery: 57% Learning Gains: 64%, Lowest 25% Gains: 75%A ELL and SWD students did not make AYP in Reading.</p>

* 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. Regular meetings of new teachers with Principal.	Principal	On-going	
2. Partnering new staff with veteran staff	Assistant Principal	On-going	
3. Recruiting at Job Fairs	Counselor/Principal	April 2010	
4. Soliciting referrals from current employees.	Principal	On-going	Announcements to be made at faculty meetings.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

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
103	0	36	23	39	39	97	8	2	17

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mr. Steve Hoskins	Robertha Jean-Baptiste (Mathematics)	Ms. Jean-Baptiste's students have shown below average performance levels in mathematics. Mr. Hoskins' students have shown improvement by increased learning gains.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback , coaching, and planning.
Matthew Tomlinson	Betty Marks (Language Arts)	Ms. Marks' students have shown below average performance levels in language arts. Mr. Tomlinson's students have shown improvement by increased learning gains.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Laura Goulding	Terry Lewis (Social Studies)	Ms. Lewis' would benefit from additional assistance with incorporating reading strategies into social studies. Ms. Goulding is reading certified and serves as the reading coach.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback , coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services are provided 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. Curriculum Coaches develop, lead, and evaluate school core content/behavior assessment and intervention approaches. They identify 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;" assist in the design and implementation for progress monitoring, data support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services for special needs populations.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach programs. Highland Oaks Middle School coordinates our school-site programs to further the District's Drop-out Prevention Programs. Highland Oaks Middle School offers 5,000 Role Models for our students as well as a school sponsored girls' club, DIVAS, to afford our female population the same opportunities. Additionally, our guidance staff meets regularly with students who are struggling academically to identify if any of the District's programs would benefit their academic growth.

Title II

The District uses supplemental funds for improving basic education 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 educational materials and ELL district support services

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Additionally, the school counselors meet with students identified as homeless to provide counseling and support.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Educational Finance Program (FEFP) allocation. SAI funds will be coordinated with Title 1 funds to provide after school support instruction.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates counseling and classroom visits.

Nutrition Programs

- 1) The 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 and school lunch, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

- Housing Programs
- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
 - 2) Nutritional education, as per state statute, is taught through physical education.
 - 3) The School Food Service Program, school breakfast and lunch, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better

understanding and appreciation of postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and 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 integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parental Involvement Program Description

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 regarding available programs, their rights under No Child Left Behind and other referral services.

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.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parental 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.

School Improve Grant Fund/School Improvement Grant Initiative

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 extended day remedial tutorial instruction. Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Dawn Baglos, Principal: Provides the instructional leadership that ensures the commitment to data-driven decision making, strategic planning and the effective implementation of the Florida Continuous Improvement Model. The Principal also ensures the implementation of the RtI and provides the necessary professional development to ensure its success.

Beverlee Rosen, Assistant Principal: Facilitates the effective implementation of the goals and objectives delineated by the principal. She ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Fernando Diaz, Assistant Principal: Facilitates the effective implementation of the goals and objectives delineated by the principal. She ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Zorida Brito-Miguez, Student Service Department Chairperson: Provides expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed by students and families while providing a link to community agencies for continuous support.

Joyce Budowsky, SWD Placement Specialist: Provides guidance for SWD teachers, students, and families to support their academic and social development. She facilitates the monitoring and maintaining of all documentation and professional growth activities related to Exceptional Student Education.

Laura Goulding, Reading Specialist: Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The RTI Leadership Team's focus will be: How to develop and maintain a high performing learning culture.

The RTI Leadership Team will meet weekly to engage in the developing high yield instructional strategies to enhance academic success; monitor, maintain, and modify progress data, and identify professional growth activities to increase the staff readiness level in critical instructional focus areas and student behavioral concerns.

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

The RTI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the School Improvement Plan (SIP). The team will disaggregate data, monitor the delivery of instructional programs with fidelity, and provide additional support services for student social and academic success.

RTI Implementation

Describe the data management system used to summarize tiered data.

The following data will be used to drive instruction:

Baseline Data Sources: School-site generated Pretest, Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring Data Sources: PMRN, FAIR, Interim Assessments, School-site generated Benchmark Test,

End of Year Data Sources: FAIR, FCAT, School-site generated Posttest

Describe the plan to train staff on RTI.

Professional development will be provided during early release instructional days, departmental and team meeting for instructional staff. School staff will participate in activities to understand basic RTI principles and procedures, and data chats using region data protocols. Departmental Data chats will be conducted during August, October, January, and February using the evaluation tool North Regional Center Data Protocols. The Early Release Professional Development activities will be conducted during September, November, January, and February based on the needs assessment results from Survey Monkey Data.

The RTI Leadership Team will evaluate additional staff professional development needs by conducting quarterly surveys using the evaluation tool Survey Monkey.

School Wide Florida's Continuous Improvement Model

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: Across all grade levels, students performed well in Number Sense and Algebraic Thinking. 95% of students met standards in writing. 72% of the students met standards in Reading and Mathematics. 48% of the students met standards in Science.

Weakness: In grades 6 and 8, the lowest content area in Mathematics was Measurement, while grade 7 scored well in Measurement. Additionally, grade 8 scored low in Geometry. In grades 6 and 8, the lowest content area in Reading was Words/ Phrases; while in grade 7, the lowest content area was Comparisons.

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 (IFC) drafts were developed in May 2009. The IFC will be finalized in August 2009 as determined by disaggregated data results from the 2009 FCAT and School-site generated Pre-test in August 2009 and September 2009. The IFCs will be modified as needed in October 2009 and January 2010; based on progress monitoring data from the Interim Assessment and other school-site generated assessments using Edusoft.

Small learning communities of teachers via core curriculum departments assisted in the development of the IFCs. The teachers collaborated and developed the IFCs based on student academic areas that reflected a need for academic improvement. The teachers used formal data from progress on class work, teacher generated assessments, and interim assessment data. The teachers designed instructional time and pacing based on the scope and sequence of benchmarks that are essential for testing and foundational for the next grade level. Additionally, the district's pacing guides were used as a standard of measurement for instructional time. The implementation of the IFCs will be monitored by classroom walk through visitation protocols and logs, evaluating lessons plans, monitoring data and sharing of best practice during departmental meetings for teacher support and fidelity. Teachers who are struggling to implement the IFC will be assisted by mentor teachers and through their small learning communities.

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

Reading: Words/ Phrases was the least proficient strand and will be given priority focus.
Writing: Support was the least proficient strand and will be given priority focus.
Mathematics: Measurement was the least proficient strand and will be given priority focus.
Science: Life and Environment was the least proficient strand 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?

Upon the release of the 2009 FCAT data, the learning gains were disaggregated by teacher and the master schedule will be adjusted to pair teachers effectively with targeted students.

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

The school offers students elective courses in art, business, vocational, and career development. Many of the courses focus on job or life skills and provide opportunities for practical application of skills learned. A daily focus of the school is using the high yield instructional strategies of Homework and Practice. The Slogan "Home work, Don't leave home without it" and the word of the week are both stated on the morning announcements and posted in every classroom.

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?

The school offers students elective courses in art, business, vocational, and career development. Many of the courses focus on job or life skills and provide opportunities for practical application of skills learned. During the articulation process the counselors provide the students with information concerning elective courses for the next academic year. The counselors advise the student on the subject selection process using the curriculum bulletin. The students take the articulation information home for parents to review and sign.

DO

Direct the Instructional Focus

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

Departments will meet twice weekly to share best practices to determine academic strengths and growth areas as demonstrated by evaluating student work and assessment results. Lesson plan modification will be generated for interventions and differentiated instruction.

How are instructional focus lessons developed and delivered?

Based on disaggregated data, focused lessons were created by the North Regional center in core academic areas of Mathematics and Science. The lessons are frontloaded to cover annually assessment benchmarks evaluated on the FCAT. The lessons are used for 5 -10 minutes of the instructional day during the 40 days prior to FCAT testing in March. These focus lessons are derived from the Instructional Focus Calendar, based upon student need as determined by the data. The Instructional Focus Calendar includes data driven benchmarks and pacing guide.

How will instructional focus lessons be revised and monitored?

Student mastery on Edusoft mini-assessments based on the focus lessons will determine the need to revise or re-teach the benchmark. Based on the data from the assessment, the teacher will measure the proficiency of skill and standards acquisitions.

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.

The types of formative assessments are teacher-created assessment, benchmark quizzes, and other progress monitoring data such as FAIR, Reading plus and Edusoft exams to determine comprehension of benchmarks. The assessment will be administered monthly and bi-weekly

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

The mastery will be set at 75%. This data will be used to maintain or modify the pacing and order of instruction.

Maintenance

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

Students who are proficient will have opportunities to enhance current skills through additional supplemental lessons and by using application programs such as Reading Plus and FCAT Explorer to reinforce and maintain skills.

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.

The teachers will meet weekly. The grade level teams and the academic departments will meet twice a week. The meeting will be facilitated by the grade level team leader and/or the department chairperson. A member will be designated to record notes for the meeting and a summative of the note will be submitted to the appropriate administrator. The administration will monitor the meeting 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 administrative team will conduct Data chats with small groups of teachers by department and/or teams to discuss assessment results and student progress. Data protocols will be used to disaggregate data to monitor student progress. Thus allowing the teacher to identify any modifications needed by target groups such as SWD and ESOL students. The reading coach will assist the teachers with instruction providing support, resources, and modeling of identified instructional strategies. Special attention will be given to special needs populations such as migrant, homeless, neglected, and delinquent students to ensure attendance and instructional support. The use of small group and individual counseling will also serve a mechanism to ensure instructional support.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core strategies include the school-wide comprehensive reading plan, including vocabulary instruction, comprehension strategies, and instructional focus calendar with benchmark concentration. Supplemental strategies include the use of computer assisted instruction (Reading Plus, TeenBiz, and Gizmos) to build strength in identified areas of weakness. Additionally, students are grouped into additional reading courses and/or grouped homogenously for mathematics instruction. Intensive interventions include individualized instruction through small groups and/or an additional reading class scheduled in a two hour block with language arts.

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

Ancillary resources from instructional materials will be utilized to support the re-teaching of non-mastered target areas. Additionally, computer programs, instructional software, or internet instructional programs such as Reading Plus, Voyager, and FCAT Explorer will be utilized. Students will also be provided opportunities for tutoring after school for continued support.

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

Based on a needs assessment from the instructional staff and information gained from data analysis professional growth activities are developed for the staff.

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

As a result of data analysis of assessments and teacher recommendation, students will receive supplemental and intensive instruction/ interventions such as pull-out small group instruction and after school tutorials.

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

Meetings will be conducted to discuss the evidence of the strategies and interventions that have been utilized. Custom groups will be created in Edusoft for data monitoring and disaggregating.

Enrichment

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

Students who perform at or above state standards will be provided an opportunity to participate in advanced academics program and enroll in elective courses such as foreign language and art.

Describe how students are identified for enrichment strategies.

Students will be identified for placement in higher-level courses and academic programs by FCAT results, teacher recommendation from academic performance, and school-generated placement assessments. Parents are informed via the guidance counselor of the potential of their child participating in enrichment activities. Parents and students are informed of the expectation for the students and the importance of parental support in the process.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
The Professional Development Liaison(PDL) will be trained prior to the opening of the 2009-2010 school year and again in the fall during the Professional Development session in October 2009. This training will include a variety of ways to organize a PLC at their work location.	Returning PDL's have received training and new PDLs will receive training in order to train multiple teams of PLC Leaders at each location. The teams may be comprised of a Principal/Assistant Principal, Department Head, and/or subject area specialist, to new a few.	Once the focus and group dynamics of the PLC have been determined, the PDL will propose a course (school-based component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location, and times are submitted for approval.	Once the focus and group dynamics of the PLC have been determined, the PDL will propose a course (school-based component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location, and times are submitted for approval.	The PDL will be offered training in Lesson Study prior to the opening of school and again in Fall 2009. Previous trainings have included Book Study, Tuning Protocol, and Examining Work. New PDL's will receive additional training in these topics so they may prepare their school sites for these protocols.
6th, 7th, and 8th grade Language Arts teachers, ESE teachers, and ELL teachers.	Mike Greenberg, Language Arts Department Head	Weekly	Fridays during common planning time	Analyze the effectiveness of the Language Arts FCIM calendars, mini-lessons, mini-assessments, tutorials, and enrichments to determine necessary revisions.
6th, 7th, and 8th grade math teachers and ESE teachers.	Steve Hoskins, Mathematics Department Head	Weekly	Fridays during common planning time	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, tutorials, and enrichments to determine necessary revisions.
6th, 7th, and 8th grade science teachers and ESE teachers.	Amy Christopoulos, Science Department Head	Weekly	Fridays during common planning time	Analyze the effectiveness of the Science FCIM calendars, mini-lessons, mini-assessments, tutorials, and enrichments to determine necessary revisions.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No 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:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Results from the 2008-2009 FCAT Reading Test indicate that 72% of students achieved mastery. This represents an increase of 1% compared to 71% who achieved mastery in 2008.</p> <p>NEEDS ASSESSMENT: 6th grade needs improvement in Words/Phrases, Comparisons, and Main Idea. 7th grade needs improvement in Main Idea/Purpose, Comparisons, and Reference/Research. 8th grade needs improvement in Words/Phrases, Main Idea and Reference and Research.</p>		<p>Given instruction using the Sunshine State Standards, 72% of students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify students who scored at FCAT levels 1 and 2 in grades 6-8 on the 2009 FCAT administration and schedule Intensive Reading classes.	1. Leadership Team and Reading Coach	1. Monitor and review data reports from the new FAIR assessments.	1. Print out FAIR Assessments
2	2. Develop and implement curriculum maps and instructional focus calendars from the District Competency-Based Curriculum and the Sunshine State Standards (SSS) in reading and language arts which align with the District Pacing Guides in order to guide instruction. Emphasis will be placed on all of the Sunshine State Standards that focus on fluency, main idea, words and phrases, author's purpose, comparison, and reference and research. Instruction needs to incorporate activities designed to assist students with Vocabulary and Context, as scores in the words and phrases content cluster averaged 66%. Also, instruction needs to incorporate activities designed to assist students in improving Main Idea (averaging 69%), Comparisons (averaging 63%), and Reference and Research (averaging 70%). Students would benefit	2. Leadership Team and Reading Coach	2. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	2. Effectiveness will be determined through FAIR Assessments and Interim Tests using Edusoft.

	from a variety of activities, including use of the FCAT Explorer and Reading Plus. These programs will enhance fluency and comprehension while building skills that need improvement.			
3	3. Instructional strategies will include: higher-order questions in lesson plans, students should be given more experience with problem- and solution-finding activities and more emphasis will be placed on reading closely to identify relevant details that support compare and contrast. Graphic organizers will be utilized to improve reading mastery in all content cluster areas.	3. Leadership Team and Reading Coach	3. Lesson Plans will reflect the implementation of this strategy.	3. Classroom walk throughs to determine frequency of higher order questions.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 59% of the Economically Disadvantaged students achieved mastery on the 2009 administration of the FCAT Reading Test. This mastery is comparable to the 59% achievement in 2008. NEEDS ASSESSMENT: Words/Phrases and Main Idea are the content clusters that need improvement.		Given instruction using the Sunshine State Standards, 72% of the Economically Disadvantaged students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student achievement Chats will be conducted with all students following FAIR and Interim Assessments as well as monthly assessments. These will monitor and analyze the ongoing progress of the students.	1. Reading Coach	1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	1. Effectiveness will be determined through FAIR Assessments and Interim Tests using Edusoft.
2	2. Social Studies and Science teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery- using (graphic organizers) note-taking skills and summarize the main points. Also, vocabulary word walls will be utilized.	2. Department Heads	2. Lesson Plans will reflect the implementation of these strategies.	Classroom walk throughs to view lesson plans.
3	3. The use of FCAT Explorer and Reading Plus Programs throughout the school will help to improve reading comprehension and fluency. Teachers will monitor these programs in order to facilitate instruction and focus on areas that need improvement.	3. Reading Coach	3. Monitoring of the use of the FCAT Explorer and Reading Plus.	3. Print-outs of Reading Plus and FCAT Explorer usage.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 59% of the Black students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 1% compared to 58% who achieved mastery in 2008. NEEDS ASSESSMENT: Words/Phrases, Main Idea and		Given instruction using the Sunshine State Standards, 72% of the Black students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test.		

Reference and Research are the content clusters that need improvement.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Student achievement chats will be conducted with all students following FAIR and Interim Assessments as well as monthly assessments. These will monitor and analyze the ongoing progress of the students.	1. Reading Coach	1. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	1. Effectiveness will be determined through FAIR Assessments and Interim Tests using Edusoft
2	2. The use of FCAT Explorer and Reading Plus Programs throughout the school will help to improve reading comprehension and fluency. Teachers will monitor these programs in order to facilitate instruction and focus on areas that need improvement.	2. Reading Coach	3. Print-outs of FCAT Explorer and Reading Plus usage.	2. Print-outs of FCAT Explorer and Reading Plus Usage.
3	3. Instruction with use of graphic organizers that engage in affix or root word activities. Students will practice using context clues to distinguish the correct meanings of words. Also reciprocal teaching will be implemented.	3. Reading Coach	3. Lesson Plans will reflect the implementation of this strategy.	3. Classroom walk throughs will monitor lesson plan implementation.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 44% of the English Language Learners students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 5% compared to 39% who achieved mastery in 2008.		Given instruction using the Sunshine State Standards, 72% of the English Language Learners students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test.		
NEEDS ASSESSMENT: Words/Phrases, Reference and Research, Main Idea and Comparisons are the content clusters that need improvement.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Use ELL Strategies in small groups in the Home Language program to address deficiencies.	1. Reading Coach	1. Administration will collaborate with ELL teacher(s) and Reading Coach to discuss best instructional practices and infuse them in daily lessons.	1. Teacher will use Edusoft to monitor progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 30% of the Students with Disabilities achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an decrease of 3% compared to 33% who achieved mastery in 2008.		Given instruction using the Sunshine State Standards, 72% of the Students with Disabilities in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test		
NEEDS ASSESSMENT: Main Idea, Comparisons, Words/Phrases, and Reference and Research are the content clusters that need improvement.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Collaborate with SPED teacher(s) to accommodate lessons with the use of adaptive materials to assist students in understanding. Instructional and curricular accommodations used should be those listed in	1. Program Specialist Reading Coach	1. Administration will monitor implementation.	1. Teacher will use Edusoft to monitor progress as well as daily classroom activities.

the student's IEP.

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, 73% of students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test.	Effective implementation of the Instructional Focus Calendar	Reading Coach	August 2009	Classroom visits and lesson plans.	Administrators and Reading Coach
Given instruction using the Sunshine State Standards, 73% of students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test.	Edusoft Workshop	Reading Coach	September 2009	Monitoring the use of the program	Administrators and Reading Coach
Given instruction using the Sunshine State Standards, 73% of students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test.	Reading Plus Training	Reading Plus Facilitator	August 2009	Observe use of program in the classroom	Administrator and Reading Coach
Given instruction using the Sunshine State Standards, 73% of students in grades 6-8 will achieve mastery on the 2010 administration of the FCAT Reading Test	Effective use of TeenBiz	TeenBiz Trainer	August/September 2009	Monitoring the use of the program	Principal/ ELL Chairperson
Given instruction using the Sunshine State Standards, 73% of the students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Effective use of the Reading Coach's time	District LA supervisor.	August /September 2009	Coach's weekly log will be shared with principal.	Principal/ Reading Coach District LA supervisor
Increase the percent of SWD, ELL, Economically Disadvantaged, and Black students in 6-8th grade scores that are above Level 3 from 30%,44%,59%,59% respectively to 72% on the 2010 FCAT Reading Test.	Effective instruction in the use of graphic organizers, word walls, and use of a variety of texts.	Reading Coach	August/September 2009	Monitoring the use of reading strategies.	Administrators/Reading Coach

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

Through the use of disaggregated data, the school highlights benchmarks that require a school-wide focus. This year's beginning school-wide focus will highlight Main Idea and Comparison/Contrast based upon the decreases shown in the 2009 FCAT scores. All elective areas utilize CRISS strategies to infuse reading instruction into their curriculum. This infusion is monitored through classroom visits and weekly department meetings. School-wide focus is modified following the administration of the District's Interim Assessments to ensure needed benchmarks are being addressed. Additionally, homeroom is utilized for school-wide silent reading.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Description of Resources Voyager Journeys and Language	Miami-Dade County Public School's District funds (ARRA)	\$70,384.00
		Total: \$70,384.00
Technology		
Description of Resources	Funding Source	Available Amount
Smart Boards, Reading Plus, Teen Biz 3000, and Accelerated Reader	Miami-Dade County Public School's District funds Title III	\$152,000.00
		Total: \$152,000.00
Professional Development		

Description of Resources	Funding Source	Available Amount
Reading Across the Curriculum Chats, Unwrapping the Benchmarks, Web-based computer training	District/School	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
After school tutoring Saturday FCAT Classes	Title 1	\$14,000.00
		Total: \$14,000.00
		Final Total: \$237,884.00

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		
Results of the 2009 FCAT Mathematics Test indicate that 72% of all students in grades 6 through 8 scored at or above grade level. This represents an increase of 2 percentage points compared to 70% in 2008		Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 6 through 8 will increase three percentage points to 75% on the 2010 administration of the FCAT Mathematics Test.		
NEEDS ASSESSMENT: 6th and 8th grades Measurement 7th and 8th grade Geometry				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide teachers with District Pacing Guides to include course specific tested benchmarks that align with mathematics curriculum and assist with implementation.	1. Principal, Assistant Principals, Department Heads, and Teachers.	1. Focused weekly meetings by grade level teachers to ensure curriculum is addressing tested benchmarks.	1. District Interim Assessment
2	2. Analyze results of mathematics benchmark assessments and form a PLC group in order to monitor student progress in Measurement and Geometry and provide additional remediation as needed through June 2010.	2. Principal, Assistant Principals, Counselors, Department Heads, and Teachers.	2. PLC group members will meet monthly to evaluate and analyze progress in Measurement and Geometry benchmarks	2. District Interim Assessment data and teacher utilization of Edusoft to monitor progress
3	3. Use Gizmos® to address Geometry concepts in grades 7th and 8th and Measurement concepts in grades 6th and 8th.	3. Leadership Team, Department Chair, and Teachers	3. Leadership team, Department Chair, and Teachers will meet weekly to ensure program utilization	3. Teacher utilization of Gizmos® assessment instruments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results of the 2009 FCAT Mathematics Test indicate that 57% of Economically Disadvantaged students in grades 6 through 8 scored at or above grade level. This represents a decrease of 1% point compared to 58% in 2008		Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 75% meeting high standards 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. Develop pull-out programs for students not meeting adequate progress on benchmark assessments, particularly addressing AYP subgroups, through June 2010.	1. Principal, Assistant Principals, Department Heads, and Teachers.	1. PLC group members will meet monthly to evaluate and analyze effectiveness of program	1. District Interim Assessment data and teacher developed assessments to monitor progress
2	2. Utilize technology based instruction such as FCAT Explorer, Gizmo, and other District approved programs to conduct progress monitoring assessments through June 2010.	2. Principal, Assistant Principals, Department Chairpersons, and Teachers	2. Focused weekly meetings by grade level teachers to ensure strategies are utilized	2. Program based progress monitoring assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results of the 2009 FCAT Mathematics Test indicate that 27% of Students with Disabilities (SWD) in grades 6 through 8 scored at or above grade level. This represents a increase of 1% point compared to 26% in 2008		Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by 75% meeting high standards 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. Offer tutoring opportunities for those students, particularly, SWD students that do not meet high standards in mathematics through April 2010.	1. Principal, Assistant Principals, Department Heads, and Teachers	1. PLC group members will meet monthly to evaluate and analyze effectiveness of program	1. District Interim Assessment data and teacher developed assessments to monitor progress
2	2. Provide students with performance-based activities incorporating the use of manipulative, problem-solving, critical thinking, communication, and technology into classroom lesson plans through June 2010.	2. Principal, Assistant Principals, Department Heads, and Teachers	2. Leadership team, Department Heads, and Teachers will meet weekly to ensure program utilization	2. District Interim Assessment data and teacher developed assessments to monitor progress
3	3. Utilize differentiated instruction which supports the ability of students to learn, not only, at their own pace, but also, through different modalities.	3. Principal, Assistant Principals, Department Head, and Teachers	3. Leadership team, Department Head, and Teachers	3. District Interim Assessment data and teacher developed assessments to monitor effectiveness of strategies

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, the number of students meeting high standards in grades 6 through 8 will increase three percentage points to 75% on the 2010 administration of the FCAT Mathematics Test as compared to the 2009 FCAT administration	Effective use of District Pacing Guide to address specific addressed benchmarks	Leadership team members	August 2009	Classroom visits	Administrators and Department chair
Given instruction based on the Sunshine State					

Standards, the number of students meeting high standards in grades 6 through 8 will increase three percentage points to 75% on the 2010 administration of the FCAT Mathematics Test as compared to the 2009 FCAT administration	Effective implementation of PLC for Mathematics	Mathematics Department Chair	September 2009	Monitor PLC meeting logs and agendas	Administrators and department chair
Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 75% meeting high standards on the 2010 administration of the FCAT Mathematics Test.	Utilizing technology based instruction such as FCAT Explorer, Gizmo, and other District approved programs to conduct progress monitoring assessments	Leadership team	September 2009	Classroom visits	Administrators and department chair Administration and department chair
Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their mathematics skills as evidenced by 75% meeting high standards on the 2010 administration of the FCAT Mathematics Test.	Utilizing differentiated instruction which supports the ability of students to learn, not only, at their own pace, but also, through different modalities	Differentiated instruction trainers	September 2009	Observation of strategies in the classroom	Administrators and department chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Edusoft is a computerized data reporting system	District	\$8,960.00
		Total: \$8,960.00
Technology		
Description of Resources	Funding Source	Available Amount
Compass Learning	District	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	District	\$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: \$12,460.00		

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on the 2009 FCAT science data, 48% of 8th grade students scored at a Level 3 or above. This represents an increase of 6% from 42% of 8th grade	Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.

students who scored Level 3 or above in 2008. Life and Environmental Science was the lowest content cluster with an average correct score of 54%.				
	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 once a week using the 5E model, science stations.	1. Principal and Science Dept. Chair	1. The created lab schedule will be implemented and reviewed by the Principal on a monthly basis.	1. Improvement on science benchmark mini-assessments and interim assessments.
2	2. Utilize GIZMOS and FCAT explorer to enhance scientific thinking on annually assessed benchmarks.	2. Principal and Science Dept. Chair	2. The progress on these computer applications will be monitored by the Principal, Science department chair, and the teachers.	2. Improvement on science benchmark mini-assessments and interim assessments.
3	3. Create common mini-assessments for the annually assessed benchmarks on Edusoft. These assessments will be given to all eighth grade students through June 2010.	3. Principal and Science Dept. Chair	3. The data from Edusoft will determine benchmark mastery.	3. Improvement on science benchmark mini-assessments and interim assessments.

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 the students will score at level three or above on the 2010 Science Assessment.	Effective Instruction in Science using GIZMO computer applications.	Explore Learning Trainer	September 2009	Assistant Principal, Science Department Chair, and teachers will monitor the progress of students via the Explore Learning website and data.	Assistant Principal
Given instruction based on the Sunshine State Standards, 50% of the students will score at level three or above on the 2010 Science Assessment.	Effective instruction in science using the 5E model.	District Curriculum Support	August 2009	Assistant Principal, Science Department Chair, and teachers.	Assistant Principal, Science 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
Explore Learning Gizmos (Grades 6-12) Science	District	\$4,800.00
Total: \$4,800.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Explore Learning trainers for use of GIZMOS	District/School	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$4,800.00		

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, 95% of the students in 8th grade scored level 3.5 or above in writing. This represents an increase of 2% compared to the 93% of the 8th grade students who scored at 3.5 or above in 2008.		Given instruction based on the Sunshine State Standards, on the 2010 administration of FCAT Writing Test, 95% 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 for monitoring growth across time.	1. Principal, Reading Coach, Language Arts Department Head	1. A school-wide consistent method of saving work will be established. During the class period, students will open their notebooks for the principal to walk through to monitor.	1. Progress between Pretest Prompt and Mid-Year Prompt.
2	2. The revision and editing process will be explicitly taught and seen in students' writing drafts.	2. Principal, Reading Coach, Language Arts Department Head	2. Administration will monitor revision and editing process by reviewing student drafts.	2. Progress between Pretest Prompt and Mid-Year Prompt.
3	3. Students not responding adequately to core instruction will be provided supplemental, small group writing instruction twice a week during before/after school tutorials.	3. Principal, Reading Coach, Language Arts Department Head	3. Student writing samples will be reviewed and scored monthly by teacher. Percent of students making adequate progress toward the goal will be determined once every 6 weeks.	3. Progress between 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
On the 2010 administration of the FCAT Writing Test, 95% of the 8th grade students will achieve a 4.0 or above.	Teaching the use of revision and editing strategies.	District Language Arts Supervisor/ Trained Teachers	October 2009	Monitor student writing portfolios, notebooks, or journals. Students will use colored pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal Reading Coach, Language Arts Department Head

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		

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on parent surveys or noted parent involvement, monthly Parent Academies will be implemented in desired areas.		The school will increase the number of parent contacts by 1% by 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monthly Parent Academies in the Media Center as advertised through Connect Ed messaging system.	1. Principal and Department Chairs	1. Collect participation data.	1. Parent attendance sign-in sheets and parent surveys.
2	2. Use of Connect Ed messaging system.	2. Principal	2. Collect participation data.	2. Title I Administrative Parental Involvement Monthly School Report.
3	3. Maintain parental telephone logs and activity reports.	3. Principal, Assistant Principal, and teachers.	3. Tally parental involvement and activity reports.	3. Title I Administrative Parental Involvement Monthly School Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
HOM 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.	Effectiveness 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.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A School-wide allocation and District parental set-aside.	Title I Part A	\$1,400.00
		Total: \$1,400.00
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
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,400.00

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	Description of Resources Voyager Journeys and Language	Miami-Dade County Public School's District funds (ARRA)	\$70,384.00
Mathematics	Edusoft is a computerized data reporting system	District	\$8,960.00
Parental Involvement	1% of Title I Part A School-wide allocation and District parental set-aside.	Title I Part A	\$1,400.00
			Total: \$80,744.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Smart Boards, Reading Plus, Teen Biz 3000, and Accelerated Reader	Miami-Dade County Public School's District funds Title III	\$152,000.00
Mathematics	Compass Learning	District	\$2,000.00
Science	Explore Learning Gizmos (Grades 6-12) Science	District	\$4,800.00
			Total: \$158,800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Across the Curriculum Chats, Unwrapping the Benchmarks, Web-based computer training	District/School	\$1,500.00
Mathematics	Temporary Coverage for Professional Development	District	\$1,500.00
Writing	Temporary Coverage for Professional Development	District	\$1,000.00
Science	Explore Learning trainers for use of GIZMOS	District/School	\$0.00
			Total: \$4,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After school tutoring Saturday FCAT Classes	Title 1	\$14,000.00
			Total: \$14,000.00
			Final Total: \$257,544.00

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](#) (Uploaded on 9/11/2009 10:53:56 AM)

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
Hourly funds for tutorials	6000

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

The School Advisory Council will meet monthly to review progress towards the goals identified in School Improvement Plan. Additionally, the SAC will discuss and problem solve any school-wide issues impacting instruction and safety.

SAC Members

Members

- 1) Dawn M. Baglos, Principal
 - 2) Renee Yeslow, SAC Chair
 - 3) Courtnie Lee, Student
 - 4) Ashley Goldman, Student
 - 5) Ken Biro, Teacher
 - 6) Candice Fried, Teacher
 - 7) Adam Leebow, Teacher
 - 8) Daniel Ponkey, Teacher
 - 9) Esther Edelsberg, Teacher
 - 10) Yael Barizily, Business Member
 - 11) Ellen Goldman, Parent
 - 12) Milly Delgado, Parent
 - 13) Clara Vitale, Parent
 - 14) Kathy Deckler, Parent
 - 15) Michael Roth, Parent
 - 16) Dina Rosenblatt, Parent
 - 17) Karen Black, Union Steward
-

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade HIGHLAND OAKS MIDDLE SCHOOL 6241													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1829 Math: 1829		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	67	Y	67	N			Y			NA	34	33	NA	35	33	N	67	NA	70	Y			
WHITE	100	Y	100	Y	78	Y	77	Y			Y			NA	25	22	NA	23	23	NA	76	NA	79	NA			
BLACK	100	Y	100	Y	59	N	57	N	94		Y			NA	42	41	N	48	43	Y	58	N	60	NA			
HISPANIC	100	Y	100	Y	66	Y	69	Y	94		Y			NA	36	34	NA	36	31	NA	68	NA	71	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	59	N	57	N	92		Y			NA	41	41	N	42	43	N	59	N	60	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	44	N	62	N	78	89	Y			NA	61	56	N	47	38	Y	63	N	68	NA			
STUDENTS WITH DISABILITIES	99	Y	99	Y	30	N	27	N	89	93	Y			NA	67	70	N	74	73	N	36	N	33	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade HIGHLAND OAKS MIDDLE SCHOOL 6241													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2121 Math: 2121		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	99	Y	99	Y	66	Y	65	Y			Y			NA	37	34	NA	35	35	NA	64	NA	72	NA			
WHITE	100	Y	100	Y	75	Y	77	Y			Y			NA	25	25	NA	21	23	NA	70	NA	81	NA			
BLACK	99	Y	99	Y	58	Y	52	N	94		Y			NA	46	42	NA	46	48	N	56	NA	61	N			
HISPANIC	100	Y	99	Y	64	Y	64	Y	94		Y			NA	40	36	NA	38	36	NA	64	NA	71	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	59	Y	58	N	92		Y			NA	42	41	NA	41	42	N	59	NA	65	Y			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	39	N	53	N	90	78	N			NA	67	61	N	47	47	N	57	N	71	N			
STUDENTS WITH DISABILITIES	98	Y	98	Y	33	N	26	N	79	89	Y			NA	77	67	Y	76	74	N	34	NA	42	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade HIGHLAND OAKS MIDDLE SCHOOL 6241													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 2197 Math: 2197		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	99	Y	63	Y	65	Y			Y			NA	38	37	NA	38	35	NA	51	NA	68	NA			
WHITE	100	Y	100	Y	75	Y	79	Y			Y			NA	26	25	NA	24	21	NA	56	NA	75	NA			
BLACK	99	Y	99	Y	54	Y	54	N	90		Y			NA	50	46	NA	56	46	Y	44	NA	60	NA			
HISPANIC	100	Y	99	Y	60	Y	62	Y			Y			NA	40	40	NA	37	38	NA	50	NA	68	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	58	Y	59	Y	91		Y			NA	49	42	NA	47	41	NA	47	NA	64	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	33	N	53	N	87	90	Y			NA	63	67	N	47	47	N	57	Y	67	Y			
STUDENTS WITH DISABILITIES	98	Y	98	Y	23	N	24	N	64	79	Y			NA	80	77	N	78	76	N	39	N	43	N			

SCHOOL GRADE DATA

Dade School District HIGHLAND OAKS MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	72%	72%	95%	48%	287
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	66%	72%			138
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?	74% (YES)	68% (YES)			142	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					567	
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 HIGHLAND OAKS MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	70%	93%	42%	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%	70%			138	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?	71% (YES)	69% (YES)			140	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					554	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HIGHLAND OAKS MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	70%	91%	42%	272	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	62%	72%			134	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)	66% (YES)			133	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					539	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested