



Accreditation Report

Hammocks Middle School

Miami-Dade County Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hammocks Middle School, built in 1984 is located on 15.01 acres, at 9889 Hammocks Boulevard, in the western most urban community of Miami-Dade County, Florida. The school campus borders a local fire station and Hammocks Community Park. This 29 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 which houses the sixth grade students, providing an easier transition into middle school from elementary school. The school is home to a magnet program specializing in legal studies.

Hammocks Academy of Legal Studies (HALS) Prelaw Magnet serves grades 6 through 8. The school strives to promote public school choice, and thereby improve the quality of education of its diverse population. All stakeholders supported the school's efforts to become the first Prelaw Magnet Middle School in the district. The magnet program draws students from the neighborhood, as well as from diverse target schools throughout the district. In 2013 the school was designated a Magnet Schools of America National Merit Award of Distinction. Additionally, the school received a Five Star Award in 2013 which is presented to schools for outstanding efforts in the areas of volunteer recruitment, community partnerships, family involvement, student community service, and the efforts of the school's advisory council known as EESAC.

Hammocks Middle School employs a staff of 99 employees, 80 are full time and 19 are part time. The faculty includes 53 full time teachers and 3 part time teachers, with 49 percent having 15 or more years of teaching experience. One hundred percent of the teaching staff at Hammocks Middle School received an effective rating or higher last school year. Additionally, 85 percent are Highly Qualified. With regards to their educational levels, 51 percent have advanced degrees, 36 percent are ESOL endorsed, and 11 percent are Reading endorsed. The demographic breakdown of the teaching staff is 35.4 percent White (non-Hispanic), 10.4 percent Black (non-Hispanic), 47.9 percent Hispanic, 2.1 percent Asian/Pacific Islander, and 4.2 percent Multi-Ethnic. Due to the opening of new middle schools in the area and increased competition from charter and magnet schools, Hammocks has seen a decline in enrollment which has caused a surplus of teachers. The school has lost three teachers due to retirement, two of which were members of our language arts department. Hammocks Middle School serves a multi-ethnic school population that consists of 1090 students from a predominantly middle-income community. Current demographic information shows that 85 percent are Hispanic, 8 percent are White, 4 percent are Black, 3 percent are Asian and or multiracial. Economically disadvantaged students account for 77 percent of the population as indicated by participation in the free or reduced lunch program, which gives the school a Title I designation. Additionally, 14 percent of students are Students with Disabilities (SWD), 13 percent are classified as English Language Learners (ELL) and 13 percent of students are gifted.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: The Hammocks Middle School community will develop students into confident, well balanced and independent young people who will strive toward high academic standards.

Vision Statement: Through a cross curricular, interdisciplinary approach, students will be given the necessary tools and nurturing so they may produce individualized growth and ultimately reach their highest potential.

Hammocks Academy of Legal Studies (HALS) is committed to actively recruiting students whose language needs or abilities, race/ethnicity, socio-economic level, gender, and/or exceptional education are underrepresented at the school site. HALS hosts an annual Open House and the school is open for scheduled tours. The school is engaged in an effort to promote the magnet program to students of all levels and strata. HALS ethnic demographics reflect our pledge to diversity.

The vision of HALS' Prelaw Magnet program is to engage students in the knowledge of civic training, and to integrate the themes of justice, ethics, diplomacy, and the principles of democracy into the core curriculum. Our curriculum, magnet electives, and general electives embody the themes of the program. The themes are communication, conflict resolution, ethics, reasoning, and the application of research and procedure skills. The thematic principles help our students acquire interpersonal skills, better work habits, and help shape their values and morals. Students are given a full range of opportunities to develop these principles and skills throughout their classes and in mandatory community service as defined within the guidelines of the magnet program. The long term goal is that the combination of ideals, principles and skills will carry over into their high school years and into adulthood.

The mission of the magnet program is realized through a process of introduction, immersion, and application of the principles of law and its' societal impact and long term implications by:

- Introducing students to the study of the foundations of early laws, communication and persuasion, moral codes, comparative law studies, and legal theory and philosophy.
- Immersing students in speech, writing and research through their core classes, speech and debate elective and conducting research in the law library.

The mission is dedicated to inclusiveness, and applies differentiated instruction as needed; and is achieved in various instructional methods and in student led activities, as listed:

- Students are given the opportunity to utilize varied learning styles in core classes, and in magnet electives such as Forensic Art.
- Students can apply their knowledge of law and civil rights in mock trials in the school's state of the art courtroom.
- Students are given the opportunity to work in forensic science labs, and use research, and investigative techniques, prove theories and confirm data.
- Visiting lawyers, judges, civil activists, law enforcement officials, and law professors provide students with the opportunity to, interpret and analyze data through first- hand accounts from those who work in the fields of law, criminal justice and forensics.
- Reinforcement and Reflection- methods implemented by the teachers and program visitors assist students in making connections, and develop higher order thinking skills, and help them analyze and synthesize data using depth of knowledge skills.

- Lower performing students are given the opportunity to review, revisit and reapply knowledge at their own pace if needed through one-on-one intervention, and through an after school program aimed at raising achievement levels of students who perform poorly on assessments of standards.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Hammocks Academy of Legal Studies (HALS) Prelaw Magnet is the first Prelaw Middle School Magnet in the Miami Dade County District. Hammocks Middle School has received two major awards in the 2012-2013 school year, the Magnet Schools of America National Merit Award of Distinction and the Five Star Award.

In 2013, Hammocks Academy of Legal Studies (HALS) was recognized with the 2013 Magnet Schools of Distinction. The Magnet Schools of Merit Award recognizes member magnet schools/programs that demonstrate a high commitment to academic standards, curriculum innovation, desegregation/diversity efforts, specialized teaching staffs, and parent and community involvement.

Hammocks Middle School was also awarded the 2013 Five Star School Award. The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star school recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of:

- Business partnerships,
- Family Involvement,
- Volunteerism,
- Student Community Service, and
- School Advisory Councils.

As a new and emerging magnet school, in our second year, students enrolled in magnet Forensic Art, have received high praise. Highlights include:

- Lion's Club Peace Poster Contest 2011-2012
- Women's History Month: Our History is our Strength Accolades 2011-2012
- Celebrating Haitian Art Award 2011-2012
- Hispanic Heritage Exhibition; Keeping the Promise: Strength, Leadership 2011-2012
- Superintendent Holiday Card design 2012-2013
- Flower Power in Living Color 2012-2013
- Nature as Designer: Where Science and Nature Collide 2012-2013

Hammocks Academy of Legal Studies (HALS) plans to continue making its mark in the community. The plans for the next three (3) years are:

1. Actively foster partnerships with the local legal and law enforcement agencies to provide learning opportunities for our students.
2. Create opportunities for students to participate in community involvement activities.
3. Continue to increase our enrollment in our magnet program.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Hammocks Middle School, HALS Prelaw Magnet Program is the first Prelaw Magnet middle school in South Florida. Students are engaged in concept-based, inquiry oriented strategies that enable them to understand and integrate new concepts. Students use technology as a tool for learning and to enhance higher level thinking skills. Teachers use cutting-edge technology to support instruction. Students also demonstrate learning and understanding through performance assessments that reflect subject matter and global knowledge through hands-on activities.

A manual drives the curriculum of the prelaw magnet. The manual is based on national, state, and local standards, and is carefully aligned with the county pacing guides, and fits the criteria of the School Improvement Plan. The prelaw curriculum is offered through the social studies classes. Language arts enrich the curriculum set forth in the social studies classes.

In social studies, sixth grade students learn the foundations of early laws, moral codes, Greek philosophy, and the impact of Roman law through societies and time. In seventh grade, emphasis is on the American legal system, focusing on the U.S. Constitution and the Bill of Rights. Students conduct in depth studies of landmark Supreme Court cases and participate in a culminating mock trial in the school's courtroom. Students learn writing techniques, analyze documents and briefs using primary sources and document based questions, and learn how American laws have been applied throughout U.S. History. Seventh and eighth grade students participate in field trips to the county court house.

In language arts, magnet students receive enrichment of the prelaw curriculum as set by the social studies classes within the realm of a college readiness initiative that prepares students for Advanced Placement in high school. The Springboard from the College Board program is intertwined with the prelaw program to render a comprehensive and challenging curriculum. The language arts program endows learners with a comprehensive and critical analysis of international and domestic issues, through macro and micro global perspectives. Via innovative methods, students are able to gain the capacity for interpersonal growth, become effective communicators, attain the ability to synthesize and disseminate information using research and reference skills.

The magnet teachers participate in ongoing meetings and participate in professional development activities that help them be the best providers of pre law education they can be. The teachers are pressed to deliver a rigorous, thorough, and consistent curriculum. Listed are some of the activities in which the teachers participate in:

- Attend workshops and professional development courses such as Common Core, Depth of Knowledge, and Justice Teaching.
- Collaborate with law professional and criminal justice experts in implementation of curriculum.
- Contribute to seminars and exhibits held at cultural venues.

The Prelaw Magnet program promises to promote multicultural awareness, respect, and admiration while staying within the confines of the academic goals as outlined in the School Improvement Plan. Also, as indicated and measured on state comprehensive exams:

- Students learn the Greek and Roman alphabets.
- Learners discuss the contributions, plights and struggles of minority groups; such as African Americans, Hispanics and Native Americans. However, the lessons are uniquely represented through the eyes of law, justice and equality.
- Innovative teaching strategies are fundamental in bringing globalization, cultural assimilations, diffusion and differences, and international laws, into the classrooms.

- This program is designed for those students who want to develop superior skills in reading comprehension, writing, critical thinking, scientific
SY 2013-2014

investigation, evidence gathering, debate, conflict resolution, understanding diverse points of view, and becoming thoughtful leaders.

As part of our community connections, our School Board Member, Carlos Curbelo has planned multiple events at our school including a Toy Drive and a Teacher Meet and Greet. He has also opened up a time for elementary parents to come to Hammocks Middle School to discuss concerns and bring suggestions about our district programs. Parents and Teachers are invited to attend all of his events.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Hammocks Middle School engages in the process and review of the school's purpose with fidelity on a regular schedule. The School Improvement Plan (SIP) was developed and reviewed by all departments, and the EESAC committee, focusing on student learning and success. The SIP clearly focuses on providing a challenging and rigorous curriculum, providing equitable educational programs and learning experiences for all students based on measurable objectives. A systematic process is in place to analyze data and make adjustments for continuous improvement. Professional development goals for the school this year, are focused on Data Driven Decision Making, to ensure all stakeholders have an understanding of data results, our areas of need and strength and strategies to utilize for success at all levels.

Our faculty and staff share a commitment to values and beliefs evidenced by a clear a Vision and Mission Statement focused on student learning. Our faculty is committed to providing all of our students with a quality education which includes a commitment to instructional practices that include student engagement, a focus on depth of understanding and the application of knowledge and skills. Practices in place to assist our teachers in providing appropriate instruction for all students include: copies of Individualized Educational Plan (IEP) for all special needs students, ELL student levels and ELL tutoring for core subject areas provided throughout the day, and Behavior Improvement Plans for students who require support in classroom behavior. High expectations for professional practice and learning are emphasized across the staff. Professional Development (PD) opportunities for teachers are encouraged to help support school purpose and instruction. Teachers who attend special PD courses return to school and share the information within their departments. School leaders hold all staff accountable for the evaluation, implementation, and intervention for the betterment of students.

Areas in need of improvement pertaining to the school's purpose and direction include improved communication between all leadership groups to increase student achievement and higher success rates. Common planning time for teachers to engage in sharing of best practices to achieve successful academic results is of the utmost importance and requires the commitment of the school leadership and staff.

In order to sustain our areas of strength we are focused on data driven decision making throughout the curriculum to drive instruction. As our School Improvement Plan (SIP) states, we have planned Professional Development activities for the entire staff on analyzing data to drive instruction throughout the year which include instructional practices to achieve student success.

The school continues to seek new ways of meeting our goals. Two challenging new educational programs, Write Score and Accelerated Reader, will be utilized to assist us in meeting our Reading and Writing goals. Data will be analyzed to guide instructional practices towards individualized student reporting and improvement. Our iPrep Math Lab engages students to enhance the connection between student learning and technology using measurable data programs to monitor student achievement.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Governing body training plan •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Representative supervision and evaluation reports 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Hammocks Middle School operates under governance and leadership that promotes and supports student performance and overall school effectiveness. Policies and practices that support the school purpose and direction are in place. Professional development of the faculty and staff are the driving forces which support improvement in teaching and learning. The school leadership supports innovation, collaboration and professional growth of all stakeholders as shown by our in-house professional development trainings taught by our own lead teachers.

The school adheres to the code of ethics and is free of conflict of interest in its decision making process. Decisions and actions follow defined roles and responsibilities through leadership meetings and Learning Communities. The faculty and staff comply with school policies and procedures and function as a cohesive unit to improve student learning. Our Staff Handbook is reviewed at the start of the school year, to ensure all policies and procedures are in place. Leaders and staff hold students to high standards and teachers are held accountable for student achievement. Data chats with students and teachers occur frequently to assess student progress.

Effective communication with representatives from stakeholder groups to shape decisions and solicit feedback is evident from the participation on our EESAC committee and with the collaboration with our parent groups such as the PTSA and Parent Booster Clubs. Through our Title I status our school leaders efforts result in measurable participation which leads to a strong sense of community.

Indicator 2.2, which asks if the governing body operates responsibly and functions effectively, was the one area showing need of improvement. In order to improve teacher knowledge of policies and procedures, faculty and staff handbooks are reviewed and sent electronically to each staff member. This will ensure that all stakeholders have the information available to them concerning the purpose and direction of the school program. As an example many of the teachers are not aware that all information concerning the EESAC committee is public record and is available on the district website. Increased opportunities for teacher participation in leadership activities, which involve decision making, will be made available through the formation of Professional Learning Communities.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Hammocks Middle School's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. All students are provided with challenging and equitable learning opportunities to develop the skills necessary in all areas of their learning. Students with Disabilities (SWD), English Language Learners (ELL) and students within various subgroups have equivalent learning expectations and experiences which prepare them for the next level. School goals for achievement and instruction are attained through the analysis of student data from Interim Assessments and other teacher created tests, which help to align and adjust curriculum as needed following the continuous improvement process.

Grade level planning occurs frequently between teachers and within departments which require student collaboration and the development of higher order thinking skills through the blended curriculum of the New Generation Sunshine State Standards and the Common Core Standards. Students and teachers utilize technology to enhance the learning process. Through our new iPrep math lab, students are using laptops computers to engage in self-paced instruction as the teacher moves to become the facilitator of student learning. Many classrooms have LCD projectors and Mimio systems to allow technology to be brought into the classroom to engage students further in their learning. Collaborative projects occur naturally through our Pre-law magnet program in language arts and social studies classes as teachers make connections through their core subject areas.

Learning communities meet formally and informally on a regular basis, where teachers plan collaboratively across grade levels and subjects. Students are provided with timely feedback concerning their progress through data chats based on their performance on formative assessments. Families are informed of student progress in multiple ways and we have a strong program for parent communication through the work with our grade level team leaders. This also provides students with connections to teachers and other adult resources in place within the school to promote student relationships. We actively participate in the Do the Right Thing program, have a school resource officer on site and work with volunteers who come to work with individual students to improve their success at school.

Teachers are given copies of Individualized Education Plans for all SWD students so that they can be aware of specific strategies needed for individual student success. ELL students are given opportunities to have tutoring services during the school day in core subject areas to allow for enhanced student achievement. Teachers use research based information to assist those students with their learning needs.

Teachers have requested more time to work collaboratively within their grade level and subject areas due to time constraints and required meetings. The school is working to create Professional Learning Communities (PLC) where teachers can work together to bridge gaps in student achievement through work involving research based practices. These groups would create times outside of the school day to work

together for student success and teacher professional development. There is also a need to create more student mentoring opportunities which will allow students to connect with adults in the building.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Hammocks Middle School has resources and provides services that support its purpose and direction to ensure success for all students. Qualified professionals are in place and procedures are followed to ensure they are retained and that new hires meet the policy guidelines before being placed in the classroom. In order to meet class size requirements, the number of personnel in place to support our curriculum program has been met.

Indicator 4.1 which states, Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program, was one area in need of improvement. This year we have included part time teachers in our program to provide additional support to students in need, by utilizing Title I funding for programs such as Intensive Math. Additional part time Interventionist positions will be opened in November to provide opportunities for individualized targeted instruction for those students who have areas in need of improvement in Reading and Mathematics.

The Accelerated Reader program has been purchased to provide motivational reading opportunities for all students and funds have been secured from the EESAC committee to allow for incentives to drive the program forward. To provide enhancements to our writing curriculum, all eighth grade students have been included in a special writing program called Write Scores, which provides them with additional practice and detailed data analysis for their writing. These efforts move the school program in the direction of continuous improvement in instruction to achieve the school's purpose as outlined in our SIP.

Our custodial program consists of daytime and nighttime staff whose primary focus is to provide a safe, clean and healthy environment for all students and staff. Our health inspections results show that these procedures are in place and are done consistently. Additional part time staff will be hired to ensure our campus provides the best environment for our school community.

Indicator 4.5 which states, the technology infrastructure supports the school's teaching, learning, and operational needs, was another area in need of improvement. Seven computer labs are available to our students and teachers which allow for technology based instruction to be utilized throughout our program. Updates to the software are done routinely as necessary to enable students to utilize programs which require additional support. Funding for replacement computers is needed and there are concerns that older machines will not be able to support our future system needs. Wireless internet at all schools is part of the direction our District is moving towards and BYOD programs (Bring Your Own Devices) for students can be used to move past the need to replace outdated technology. On site student print options are being evaluated to allow for students to print their own material at the school site. At this time we do not have a plan in place which enables

students to do their own printing.

Indicator 4.4 which states, students and school personnel use a range of media and information resources to support the school's educational programs, was also an area of concern. Our media center is staffed with a library clerk, as funding for Media Specialists is not available. We are working to address the needs of the media center through the incorporation of community volunteers to help assist with students during the school day. One way to improve the areas of technology needs would be to implement a technology committee to plan, budget and prioritize the needs of our school.

The emotional needs of students are met through our guidance and counseling program at the school. The counselors implement have processes in place which help to determine the physical, social and emotional needs of each student in the school. Our staff works with universities in our area to enlist internships with our counselors to help build the program for new counselors as well as provide additional support at our school. Programs in place include: Fitness Program before school, Free Breakfast, Behavior Intervention program, Spot Success, Do the Right Thing and our Bully Box. As funding for Trust Specialists is not available, we do have a school volunteer who counsels with students and a school social worker who assists two days per week. A school resource officer is also housed on site to help support any initiatives needed. Career needs of students is met through our Pre-law magnet program which provides guest speakers and programs to allow students to assess career options, as well as magnet fairs attended by district high schools.

Our areas of strength will be sustained through open communication with all stakeholders to continue to improve our school programs. Funding from sources such as Title I will allow for funds to be placed within programs to allow us to maintain our resources and support systems already in place.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Hammocks Middle School implements a comprehensive assessment system that generates a range of student data and uses the results to guide continuous improvement. Multiple sources of student data are used to monitor student progress and to drive instruction. Programs in place which provide student data include: FAIR testing for students who are Level 1 or 2 in FCAT Reading, STAR testing results which highlight individualized student reading levels, Interim Assessment data focused on subject area benchmarks, FCAT 2.0 Test results, Reading Plus reports, Odyssey reports, Florida Virtual School assessment reports, ELL 6 semesters or more, SPED Individualized Educational Plan strategies, Attendance and Suspension reports, At Risk Student reports and Student Grade reports. Collaboration between all stakeholders to use data to drive instruction is evident in the focus of our Professional Development goals, as shown in our SIP, for the school purpose and direction. Learning communities meet weekly to discuss student achievement based on results of reports to help drive instruction for student improvement.

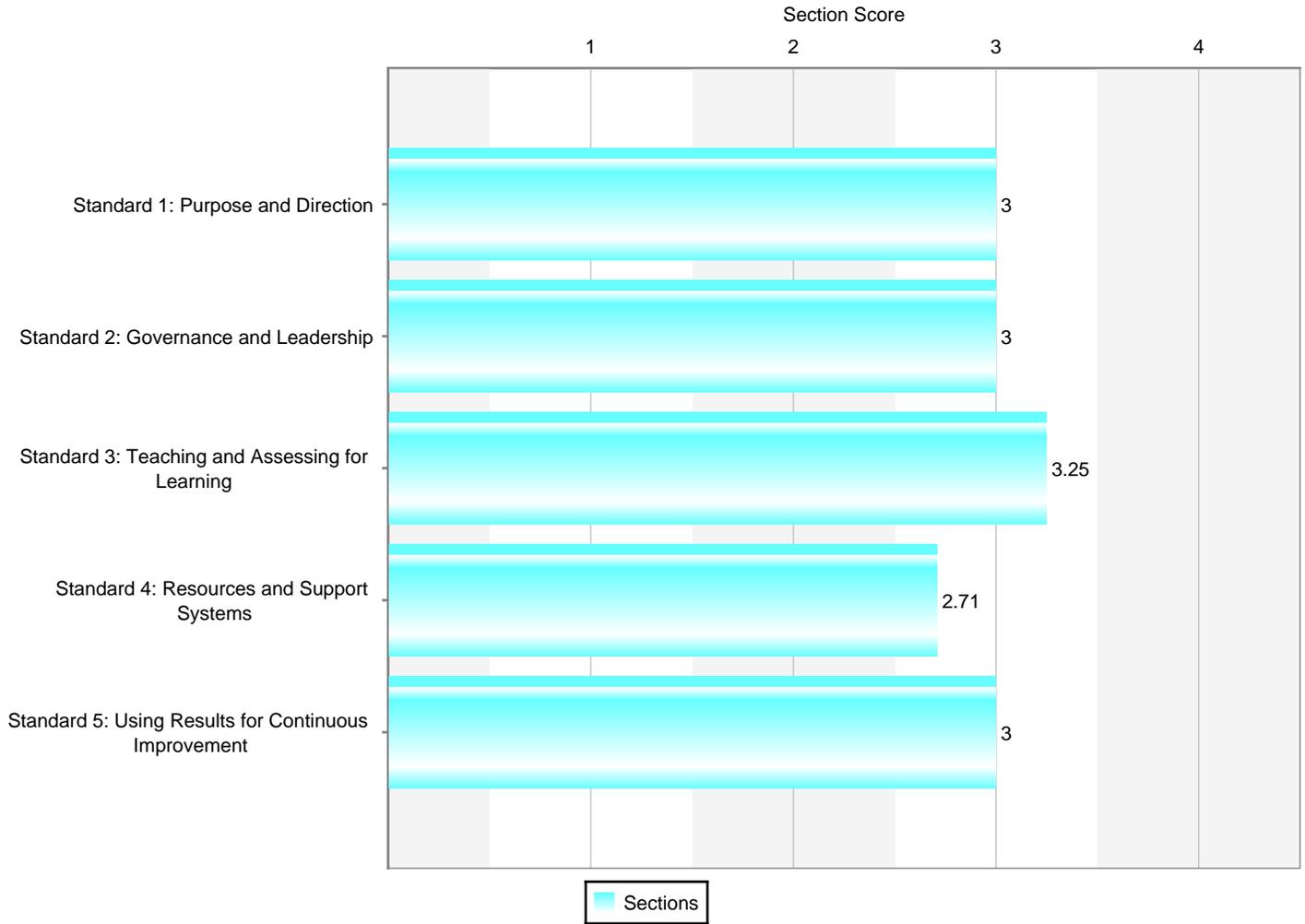
Indicator 5.4 which states, the school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level, is an area in need of improvement. Data chats and debriefing of Interim Assessments with students will continue within core subject areas to help improve student success on future assessments. Data chats with teachers will also occur after each Interim Assessment to help focus areas in need of improvement specific to each teacher and their classes. Schoolwide assistance in the major areas of weakness will be highlighted throughout the curriculum.

Interim Assessments (IA) drive our curriculum but in the area of mathematics the tested items on the Fall IA and Winter IA do not assess students on the same benchmarks, which makes observing improvement in areas based on the data, difficult. Teachers will utilize their own benchmark assessments and utilize the Topic Assessments provided by the District to provide data to determine the effectiveness of their program on student learning.

Readiness for and success at the next level for mathematics courses is based on FCAT 2.0 Mathematics levels. Previously, teacher recommendations determined placements in the next level course. The focus of new placement is to provide rigorous academic content to those students who have the skills necessary to be successful. Through Vertical Team Planning our teachers have been able to scaffold curriculum through the grade levels to ensure student success and advancement to higher level math courses.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2013-2014 Stakeholder Feedback Data Document 6221

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The areas that indicates the highest level of statisfaction or approval based on the Stateholder Survey Report are in Standard 1: Purpose and Direction, according to both the Parents and Staff Results with a score of 4.1 and 4.2 respectively. Students results indicated the highest rating in Standard 3: Teaching and Assessing for Learning with a score of 3.6. We feel that the increase in our EESAC membership and communication methods to deliver information has given stakeholders the opportunity to become knowledgable about our school program.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The areas which show a trend towards increasing stakeholder satisfaction or approval can be found in Standard 1: Purpose and Direction, Standard 3: Teaching and Assessing Learning and Standard 5: Using Results for Continuous Improvement as found from the score of the Parent Surveys. Both Standards scored and average of 4.0 for Standard 3 and 5. Standard 1 was the highest rated standard for both Parents and Staff and the second highest rated Standard for Students. The Purpose and Direction of the school has been of the utmost importance for all Stakeholders as increased competition for students has been an issue for the past several years. The creation of our Law Magnet has allowed our program to flourish and add new resources to our existing program.

The Staff survey also shows that Standard 5 is on a trend of satisfaction with an average score of 4.1 and Standard 4: Resource and Support Systems with a score of 4.1. Both Standard 3 and Standard 5 show increasing stakeholder satisfaction due to the increased use of data analysis to drive all areas of our school program and the direct use of data in the classroom to drive instruction. Students are aware of their own testing data on a continuous basis as a means to strive for self improvement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

According to the results of the 2012-2013 School Climate Survey, our parents scored our school as a B+ which supports that the average score in the parent survey was a 3.95. Our staff scored our school as a B- on the 2012-2013 School Climate Survey which is lower than the average score based on the staff responses which was a 4.0. Since the results of the Climate Survey this shows the staff is more satisfied with the direction and purpose of the school for the 2013-2014 school year.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The areas which indicate the overall lowest level of satisfaction for Parents is in the area of Standard 4: Resource and Support Systems, which had an average score of 3.8. For the Staff the overall lowest level of satisfaction is in the area of Standard 3: Teaching and Assessing Learning with an average score of 3.9. Students scored Standard 4: Resource and Support Systems with an average score of 3.1 which is the lowest of all the areas surveyed. The area of Resource and Support Systems was found to be the lowest in two stakeholder groups. As our EESAC membership grows we have been able to get the word out to multiple stakeholder groups, which include parents, business partners and students, to give them more updated and timely information concerning how school resources are utilized.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The areas that show a trend towards decreasing stakeholder satisfaction for Parents is Standard 2: Governance and Leadership which scored an average of 3.9. For the Staff the trend towards decreasing satisfaction is also in the area of Standard 2. Students scored a 3.4 average score in the areas of both Standard 2 and Standard 5: Using Results for Continuous Improvement. Standard 2: Governance and Leadership seems to have shown a decrease in stakeholder satisfaction. We feel this is due to the changing of the leadership of the school within the past year. The school is working to address this trend by providing new and exciting programs at the school to enhance student achievement.

What are the implications for these stakeholder perceptions?

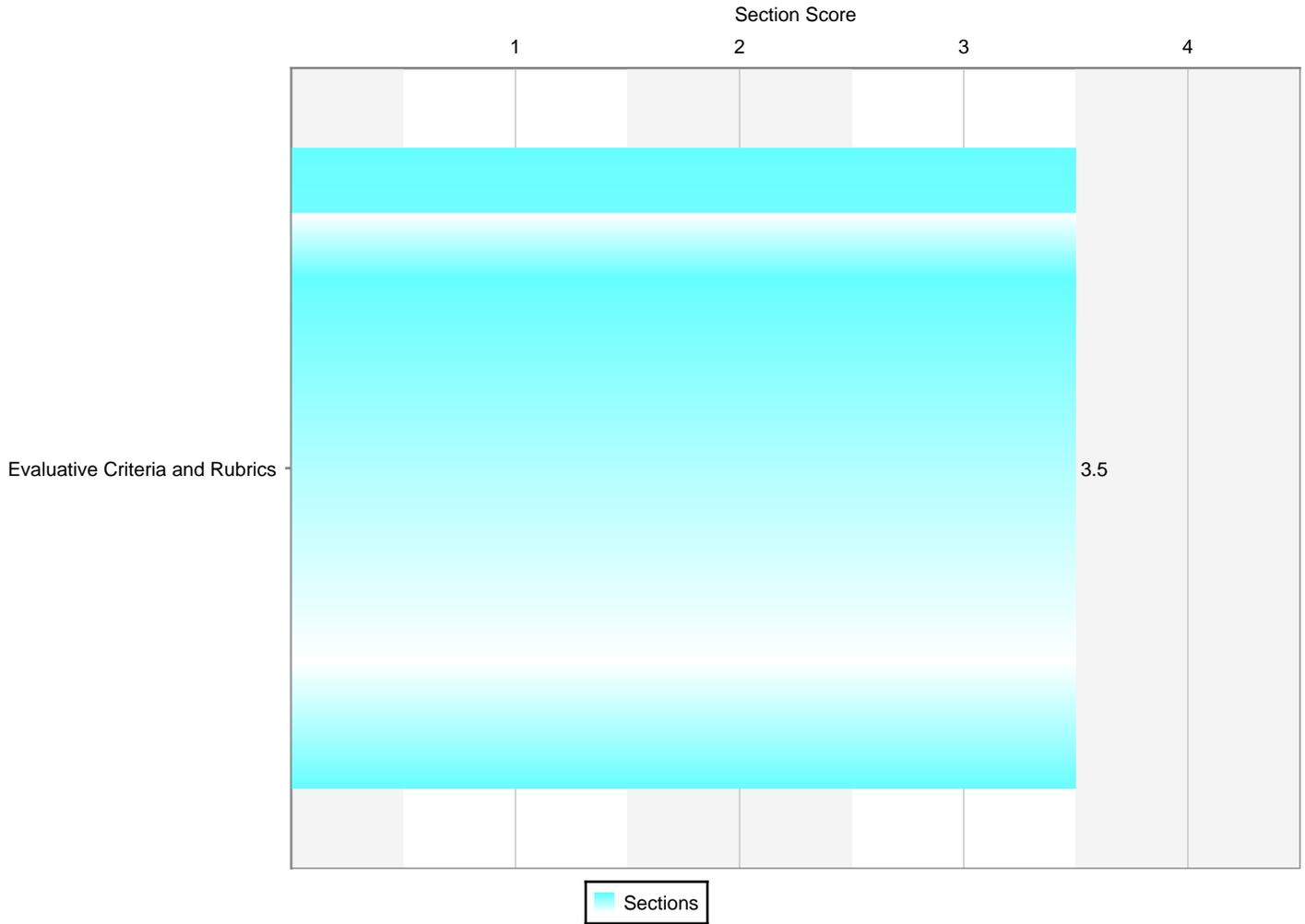
The implications of the stakeholders perceptions for the lower scores in Standard 4: Resource and Support Systems could be based on their lack of knowledge on how the school resources are utilized. The school is working to increase the knowledge of stakeholders by sharing the information through the EESAC which is open to all school members. Information regarding all meetings is sent home with students on our monthly calendar and it is also posted on our school website.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Based on the 2012-2013 School Climate Survey, low scores were given by students in the area concerning school lunch and other services provided by MDCPS which can be compared to Standard 4: Resource and Support Systems. Students are being given more choices in the area of school lunch as healthy options have increased steadily throughout the year. As our Student Council officers become more vocal and present at our EESAC meetings they will gain a fuller understanding of what goes into making decisions at the school site and how resources are used to create our program. They in turn will be able to give educated feedback to the student body in terms of how Resources and Support Systems are handled at the school site.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	N/A	2013-2014 Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Hammocks Middle School is above the expected levels of performance in the area of FCAT 2.0 Reading for one subgroup based on the Annual Performance Target data. Asian students met the 2013 target data with an increase of two percentage points, from 2012, with 78% moving to 80% in 2013.

Describe the area(s) that show a positive trend in performance.

Hammocks Middle School showed a positive trend over a three year period in the White subgroup category for FCAT 2.0 Reading. Students in the White subgroup increased from 63% Meeting Satisfactory Performance in FCAT 2.0 Reading in 2010-2012, to 65% in 2012-2013 and reaching 68% Meeting Satisfactory Performance in the 2012-2013 school year.

Which area(s) indicate the overall highest performance?

At Hammocks Middle School the area which indicates the highest performance is found in the eighth grade Science FCAT 2.0 scores moving from 41% in 2012 to 47% in 2013.

Which subgroup(s) show a trend toward increasing performance?

At Hammocks Middle School the White subgroup has shown a trend towards increasing performance over a three year period. White students have increased Level 3 and above performance on the Reading FCAT 2.0 Test moving from 63% in 2010-2011, to 68% in 2012-2013.

Between which subgroups is the achievement gap closing?

At Hammocks Middle School the achievement gap is closing between the Hispanic and Black subgroups. In 2013 the difference between the Hispanic and Black subgroup scoring at Level 3 and above on the Reading FCAT 2.0 Test is 14 percentage points compared to 16 percentage points in 2012. Students in the White subgroup have increased performance in FCAT Reading from 2010 to 2012 by two percentage points, scoring at 77% in 2012-2013. The Asian subgroup has scored higher than the White subgroup in FCAT Reading by two percentage points, scoring at 79%. The achievement gap is closing between the Hispanic subgroup and the White subgroup in FCAT Reading, as the Hispanic group has increased two percentage points from 2010 to reach 59% in 2012. The Black subgroup continues to climb in FCAT Reading, moving from 37% in 2010 to 39% in 2012. In Mathematics the Black subgroup has moved from 38% in 2010 to 45% in 2012 as compared to the White subgroup which scored 72% in 2010 in Mathematics and 76% in 2012. Hispanic students have also made strides in Mathematics scoring at 56% in 2010 and moving to 61% in 2012.

Which of the above reported findings are consistent with findings from other data sources?

The findings of the Areas of Notable Achievement at Hammocks Middle School are consistent with findings from other data sources as noted below:

- In Science, eighth graders increased their % performance from 3% on the Baseline Assessment to 36% on the 2013 Winter Interim Assessment.
- In Algebra, eighth graders increased their % performance from 0% on the Baseline Assessment to 81% on the 2013 Winter Interim Assessment.
- Sixth grade Reading increased from 30% on the Baseline Assessment to 56% on the 2013 Winter Interim Assessment.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Hammocks Middle School has seven subgroup areas that are below performance in FCAT 2.0 Reading and has made no target percentage in the area of FCAT 2.0 Mathematics within its subgroup population.

For FCAT 2.0 Reading the following results were found to be below the expected levels of performance within the subgroups:

- 60% of All Students performed at satisfactory performance but did not meet the 66 % target for 2013
- 45% of Black Students performed at satisfactory performance but did not meet the 48% target for 2013
- 59% of Hispanic Students performed at satisfactory performance but did not meet the 67% target for 2013
- 68% of White Students performed at satisfactory performance but did not meet the 69% target for 2013
- 24% of the ELL Students performed at satisfactory performance but did not meet the 41% target for 2013
- 24% of the SWD Students performed at satisfactory performance but did not meet the 41% target for 2013
- 57% of the ED Students performed at satisfactory performance but did not meet the 63% target for 2013

For FCAT 2.0 Mathematics the following results were found to be below the expected levels of performance within the subgroups:

- 54% of All Students performed at satisfactory performance but did not meet the 61 % target for 2013
- 72% of Asian Students performed at satisfactory performance but did not meet the 80 % target for 2013
- 42% of Black Students performed at satisfactory performance but did not meet the 46% target for 2013
- 53% of Hispanic Students performed at satisfactory performance but did not meet the 61% target for 2013
- 62% of White Students performed at satisfactory performance but did not meet the 69% target for 2013
- 29% of the ELL Students performed at satisfactory performance but did not meet the 48% target for 2013
- 22% of the SWD Students performed at satisfactory performance but did not meet the 35% target for 2013
- 51% of the ED Students performed at satisfactory performance but did not meet the 58% target for 2013

Describe the area(s) that show a negative trend in performance.

Areas that show a negative trend over a three year period in performance on the FCAT 2.0 Reading Test at Hammocks Middle School include the following:

- Asian students scored 75% in 2010, 72% in 2011, and 78% in 2012
- Black students scored 38% in 2010, 56% in 2011, and 45% in 2012
- Hispanic students scored 60% in 2010, 60% in 2011, and 59% in 2012
- ELL students scored 29% in 2010, 34% in 2011, and 24% in 2012
- SWD students scored 29% in 2010, 36% in 2011, and 24% in 2012
- ED students scored 56% in 2010, 58% in 2011, and 57% in 2012

Areas that show a negative trend over a three year period in performance on the FCAT 2.0 Mathematics Test at Hammocks Middle School include the following:

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- Asian students scored 76% in 2010, 72% in 2011, and 72% in 2012
- Black students scored 35% in 2010, 44% in 2011, and 42% in 2012
- Hispanic students scored 53% in 2010, 53% in 2011, and 53% in 2012
- White students scored 63% in 2010, 68% in 2011, and 62% in 2012
- ELL students scored 37% in 2010, 37% in 2011, and 29% in 2012
- SWD students scored 22% in 2010, 23% in 2011, and 22% in 2012
- ED students scored 50% in 2010, 52% in 2011, and 51% in 2012

Which area(s) indicate the overall lowest performance?

At Hammocks Middle School the area which indicates the lowest overall performance is found in the Learning Gains for the Lowest 25% in Reading which have dropped from 74% on the 2012 Reading FCAT 2.0 to 66% on the 2013 Reading FCAT 2.0.

The subgroups which indicate the overall lowest performance are as follows:

- ELL students dropped to 24 % satisfactory performance on the FCAT 2.0 Reading Test.
- SWD students dropped to 24% satisfactory performance on the FCAT 2.0 Reading Test.
- SWD students dropped to 22% satisfactory performance on the FCAT 2.0 Mathematics Test.

Which subgroup(s) show a trend toward decreasing performance?

At Hammocks Middle School two subgroups have shown a trend towards decreasing performance. Students with Disabilities (SWD) have decreased from 2012 to 2013 on the Reading FCAT 2.0 from 29% in 2011 to 24% in 2012. The English Language Learner (ELL) subgroup shows the same trend as the SWD subgroup in declining scores on the Reading FCAT 2.0 Test.

Between which subgroups is the achievement gap becoming greater?

At Hammocks Middle School the achievement gap is becoming greater between the White and English Language Learner (ELL) subgroups. In 2013 the difference between the White and ELL subgroup scoring at Level 3 and above on the Reading FCAT 2.0 Test is 44 percentage points compared to 34 percentage points in 2012.

Which of the above reported findings are consistent with findings from other data sources?

The findings of the Areas In Need of Improvement at Hammocks Middle School are consistent with findings from other data sources as noted below:

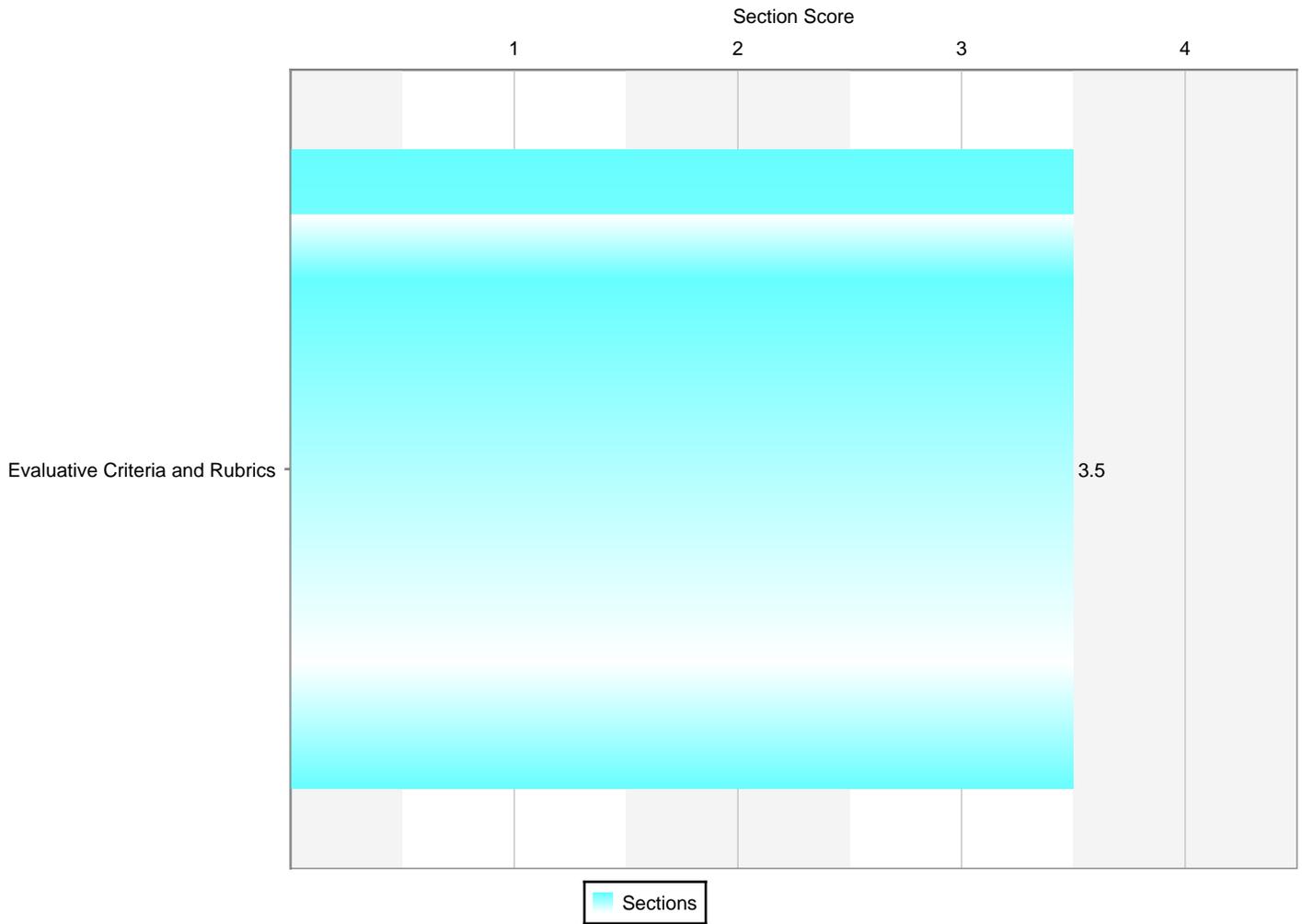
- Writing scores for eighth graders show that on the 2013 Winter Writing Assessment 50% were scoring at 4 or higher, The performance on the 2013 FCAT Writing test was 25% scoring at 4.0 and higher, which did not support the results. The difference in scores could have been due to teacher grading versus FCAT scorers.
- Reading scores for all grade levels on the 2013 Winter Interim Assessment in Reading fell below the percentage scoring at proficiency in grades 6 with 56% at proficient on the Winter Interim Assessment compared to 59% on the FCAT 2.0 Reading Test. In Grade 7, 61% scored

at proficient on the 2013 Winter Interim Assessment compared to 59% on the FCAT 2.0 Reading Test. In Grade 8, 49% scored proficient on the Winter Interim Assessment compared to 57% scoring proficient on the FCAT 2.0 Reading Test.

- Mathematics scores for all grade levels on the 2013 Winter Interim Assessment in Math fell below the percentage scoring at proficiency in grades 6 with 50% at proficient on the Winter Interim Assessment compared to 54% on the FCAT 2.0 Math Test. In Grade 7, 55% scored at proficient on the 2013 Winter Interim Assessment compared to 55% on the FCAT 2.0 Math Test. In Grade 8, 40% scored proficient on the Winter Interim Assessment compared to 31% scoring proficient on the FCAT 2.0 Math Test.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		School Improvement Plan Hammocks Middle School 2013-2014