
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6541 - Nautilus Middle School

FeederPattern: Miami Beach Senior

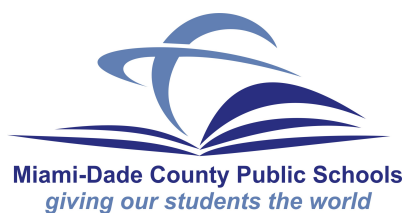
Region: Regional Center II

District: 13 - Miami-Dade

Principal: Caridad Figueredo

*Adult/Vocational
Principal:* Marta Montaner

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Nautilus Middle School

At Nautilus Middle School, educational efficacy and student performance are of paramount importance. If students are to effectively assume leadership roles, they must master higher order thinking skills associated with language arts, mathematics, and science. Nautilus Middle School serves approximately 1120 seventh and eighth grade students. The majority of our students reside on Miami Beach, a barrier island with six municipalities that compose a complex and diverse urban setting. The population includes 3% Indian/Asian/Multiracial, 8% Black Non-Hispanic, 20% White Non-Hispanic, and 69% Hispanic students. The population is characterized by a large multicultural group with a high mobility rate. Currently, 12% of the students are Limited English Proficiency (LEP), 20% are enrolled in the Gifted Program, and 80% are Economically Disadvantaged. The school promotes excellence through initiatives and programs that link national, state, and district accountability standards with educational practices and student performance.

Nautilus Middle School continues to strive towards excellence. The stakeholders of this school continue their efforts to empower a community of learners today while fostering success for tomorrow. Therefore, our 2006-2007 School Improvement Plan is designed to raise the educational bar for student performance.

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will maintain or increase their reading proficiency as evidenced by at least sixty-four percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades seven and eight will increase their reading proficiency as evidenced by fifty-one percent of students scoring at FCAT Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities (SWD) in grades seven and eight will increase their reading proficiency as evidenced by fifty-one percent of students scoring at FCAT Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will increase their mathematics proficiency as evidenced by seventy-two percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities in grades seven and eight will increase their mathematics proficiency as evidenced by fifty-six percent of students scoring at FCAT Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, students in grade eight will maintain or improve their writing proficiency as evidenced by at least ninety-four percent of the students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Assessment.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science proficiency as evidenced by fifty-seven percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Given emphasis on parental and community involvement, and it being an integral part of our efforts; the school will demonstrate an increase in parent participation by fifty-eight percent of the parents attending a minimum of one workshop as evidenced by 2006-2007 attendance logs. A five percent increase in parent participation when compared to fifty-three percent on the 2005-2006 attendance logs.

Given emphasis on maintaining a safe and orderly learning environment, student behavior will improve as evidenced by a decline in the number of indoor and outdoor suspensions to 998 as evidenced by the 2006-2007 suspension report. A ten percent decrease when compared to 1,109 suspensions (indoor and outdoor combined) on the 2005-2006 suspension report.

Given training on the integration of technology across the curriculum, students will utilize at least one software program in their classrooms to supplement instruction. The increase of one software program will increase usage to twenty-eight percent as evidenced by the 2006-2007 school created survey results. A ten percent increase when compared to eighteen percent student software program usage in 2005-2006.

Given instruction using the M-DCPS mandated 2005 FITNESSGRAM standards, students in grades seven and eight will improve their fitness as evidenced by an increase in the number of award winners to sixty-five percent as evidenced by 2006-2007 results. A five percent increase when compared to sixty percent student award winners in 2005-2006.

Given emphasis on the benefits of participating in extra and co-curricular activities, student participation in extra and co-curricular activities will improve by fifteen percent as evidenced by 2006-2007 student participation logs. A five percent increase in student extra and co-curricular activities when compared to ten percent on 2005-2006 participation logs.

Nautilus Middle School will improve its ranking on the State of Florida ROI Index Publication from the 50th percentile in 2005 to the 52nd percentile on the next publication of the Index.

Nautilus Middle School strives to promote educational excellence and customer satisfaction among all of its stakeholders. The faculty and staff at Nautilus Middle School ranked the school with overall high ratings. The category that received the highest rating was Measurement, Analysis, and Knowledge Management with a score of 4.5 on a 5.0 scale. Leadership followed with a score of 4.3 on a 5.0 scale.

The two categories that ranked the lowest on a 5.0 scale were Business Results with a score of 4.1 and Strategic Planning with a score of 3.9. The faculty and staff ranked how well they knew their organization was doing financially 3.3 on a scale of 5.0. Additionally, the faculty and staff ranked if their ideas were sought for future plans and the organization's ability to remove things that get in the way of progress with a score of 3.7 on a scale of 5.0. In order to improve the faculty and staff's perception in the aforementioned categories, a budget committee will be

established. Additionally, input from the faculty will be requested more frequently via chairperson meetings, faculty meetings, and the e-mail system.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Nautilus Middle School

VISION

The stakeholders of Nautilus Middle School endeavor to create a safe and effective learning environment that empowers students to become life-long learners, productive workers, responsible citizens, and thoughtful participants in a global society.

MISSION

The education stakeholders of Nautilus Middle School strive to provide its students with a safe, academically challenging, and culturally diverse learning environment that fosters the development of a strong character and intellect. It is our goal to assist students in reaching the maximum potential and to mature into responsible, proficient, and productive members of society.

CORE VALUES

Nautilus Middle School holds the following values as the fundamental purpose for all undertakings by the institution. We are committed to educational excellence. We acknowledge our responsibility to provide a caring and challenging setting which fosters open communication, and respect for our community of learners.

School Demographics

Nautilus Middle School is located in a residential community on approximately 10 acres of land on Miami Beach. The original school was built in 1949. During its existence, the grade configuration of the school was changed from a traditional junior high school model consisting of students in grades seven through nine to a middle school model consisting of students in grades seven and eight. Concurrently, the high school within the feeder pattern was reconfigured to serve students in grades nine through twelve. In 1993 the original school was raised and a new school, the design of which is reminiscent of the Art Deco Period, was constructed and dedicated in 1995.

A three-story academic building and a single-story auditorium are the two major architectural features on the campus. Both structures are fully air conditioned and equipped with modern lighting, sound, and electrical systems. The main academic building houses a cafeteria, library/media center, general education classrooms, science laboratories, visual and performing arts suites, locker rooms, computer laboratories, and a health clinic. All classrooms are wired for both Intranet and Internet communication. The school shares an adjacent recreational park facility with the City of Miami Beach, which contains a softball field, a soccer field, four handball courts, four basketball courts, and four tennis courts.

The majority of the students at Nautilus Middle School reside on Miami Beach. Nautilus Middle School serves approximately 1120 students. The population is 3% Indian/Asian/Multiracial, 8% Black Non-Hispanic, 20% White Non-Hispanic and 69% Hispanic students. Thirteen percent of the student population is ESE, 20% Gifted, 12% are Limited English Proficient (LEP) and 80% Economically Disadvantaged. The population exhibits a high mobility rate of 29%.

The school employs 61 classroom teachers, 11 SPED teachers, two guidance counselors, one Trust Counselor, one Career Specialist, a Reading Coach, and four paraprofessionals. The administrative staff consists of a principal and three assistant principals. The instructional staff is 24% Black Non-Hispanic, 36% White Non-Hispanic, and 40% Hispanic, of which 61% is female and 39% is male. Thirty-four percent of the instructional staff have Masters Degrees, 11% have Specialists Degrees and 4% have Doctorial Degrees.

A concerted effort has been made to promote the inclusion of special education students (SPED) or students with disabilities (SWD) in general education courses. A consultative teaching and support model ensures that teachers and students are well supported and monitored. The students are included on grade level in language arts, social studies, mathematics, and science classes for the purpose of increased score results on FCAT Assessments.

The school has successfully entered into a \$36,500 partnership agreement with the South Florida All-Stars After-School Program. This program provides students with a two-hour extended learning day period, five days a week. This program provides students with a variety of academic and social skills including character education, health, nutrition, visual and performing arts, book reviews, recreation, chess and board games. Students are transported to the elementary school closest to their home at the end of each day. Computer-assisted instruction is an integral part of this program. Computer programs, such as Classworks, bridge the gap between assessment and instruction. Students may attend Saturday school from 9 am - 12 pm to receive support and assistance in language arts and mathematics. In addition, students may attend after school tutorials from 3:45 pm – 4:45 pm to receive support and assistance in reading, writing, and mathematics (including algebra).

Nautilus Middle School offers a plethora of extra-curricular activities to its students. Thus, such activities enhance their academic and social skills. Among the offerings: Student council, creative writing, speech and debate, chess club, mathematics club, FBLA, FEA, swimming, track and field, basketball, soccer, and softball.

The Future Business Leaders of America (FBLA) won parliamentary procedures, keyboarding and power point presentation

awards while participating in state competition. The Band won overall grand champion in the National Music Fest. While at the National Music Fest, the concert band won the first place award. The Nautilus Sharks Softball Team was District runner up for 2005-2006 year. Additionally, identified students enrolled in advanced academics were accepted in to the Duke (T.I.P.S.) and John Hopkins Summer Program.

School Foundation

Leadership:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that Nautilus Middle School staff members are aware of the organization’s mission and that the leadership team uses the values of the organization to guide and create a high quality work environment. On a 5.0 scale, the staff ranked the administration with a score of 4.3. Additionally, the staff members acknowledged that they are kept abreast of current information and are encouraged to grow professionally.

District Strategic Planning Alignment:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated the administration's ability to analyze the goals and objectives and involve the faculty and staff in the process with the lowest score of 3.9 on a 5.0 scale. The staff perceives that their ideas are not considered in the planning process.

Stakeholder Engagement:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated stakeholder engagement with a high score of 4.2 on a 5.0 scale. Staff members are involved in making educational decisions and solving problems for all stakeholders.

Faculty & Staff:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated stakeholder engagement with a score of 4.1 on a 5.0 scale. The staff members believe they work in a safe environment and that the organization cares about them. Additionally, they work as a team and are recognized for their efforts.

Data/Information/Knowledge Management:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that Nautilus Middle School staff members rated the administration leadership skills pertaining to "measurement, analysis, and knowledge management" with a score of 4.0 on a 5.0 scale. “Data/Information/Knowledge Management” was a moderate-rated category.

Education Design:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated the educational design with a score of 4.0 on a 5.0 scale. The staff members know how to measure and analyze the quality of their work to determine if changes are needed.

Performance Results:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus

Middle School staff members rated the process that drives the organization with a score of 4.0 on a 5.0 scale. Staff members are satisfied with their work and their products meet high quality and excellent standards. They view the organization as having high standards and ethics and obeying laws and regulations. Data analysis as it correlates to student performance will be the focus this year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

To attract and retain high quality and highly qualified teachers, Nautilus Middle School maintains a friendly working relationship with local colleges and universities for placement of student interns. Additionally, open communication with neighboring private institutions has proven successful. Teacher mentorships render support, and offering other educational opportunities helps to retain teachers at Nautilus Middle School. Administrators make frequent classroom visits to offer support. Scheduled weekly meetings and an open door policy are priorities in disseminating pertinent information in a timely manner.

• Highly Qualified, Certified Administrators:

Principal: Caridad Figueredo (Employee Number: 189910)

Ms. Figueredo has over 15 years of experience as an educator. Ms. Figueredo received a Bachelor of Arts in Chemistry and Master of Science in Educational Leadership from Florida International University. Prior to her principalship, she served as an assistant principal at Richmond Height Middle, North Miami Senior, and Nautilus Middle. At North Miami Senior High School where she served for six years, student achievement rose significantly under her leadership and the school became a "C". While she was at North Miami Senior High, Ms. Figueredo was selected as the 1998-1999 North Miami Feeder Patter Assistant Principal of the Year. Ms. Figueredo has also served as chairperson for the Region 2 Assistant Principal Steering Committee and the Miami Beach Feeder Pattern Assistant Principal Committee. Ms. Figueredo is a member of the Dade Association for School Administrators (DASA) and the Association for Supervision and Curriculum Development (ASCD), and the Nautilus Middle School Parent Teacher Association (PTSA).

At Nautilus Middle Ms. Figueredo has been recognized by the Miami-Dade County League of City, the Town of Bay Harbor and the Town of Surfside for her remarkable accomplishments during her first year as a Principal. Her professionalism and dedication are evident. In 2005-2006 Ms. Figueredo was recognized by the Miami-Dade County League of City, the Town of Bay Harbor and the Town of Surfside for her remarkable accomplishments during her first year as a Principal. In 2005-2006 under the leadership of Ms. Figueredo, Nautilus Middle School increased two letter grades in just one year. The school was designated a letter "A" grade by the Florida Department of Education and was recognized by Governor Bush as a middle schools that demonstrated the most improvement.

Assistant Principal: Mitzi D. Parlor (Employee Number: 202884)

Ms. Parlor has over 13 years of experience as an educator. She received a Master of Science in Educational Leadership from Nova Southeastern University, a Bachelor of Science in Communication from Florida State University and completed courses toward teacher certification from Florida International University. A "Seller of Education" is how best to describe this Assistant Principal at Nautilus Middle School. Prior to being employed with Miami-Dade County Public Schools, Ms. Parlor was a Million Dollar Sales Manager with a national known company. Coming to the field of education she left nothing from her previous experiences behind—she now sells education. Her zeal to sell is propelled by product knowledge which equates to knowledge of her subject matter which has a proven track record. While being a classroom teacher for five years, she became Teacher of Year after three years (first year she was eligible). She was recruited by the Division of Language Arts/Reading District Office as a Teacher Trainer where she remained three years prior to becoming an assistant principal. As a Teacher Trainer Ms. Parlor modeled and coached classroom lessons for teachers throughout the district using higher order thinking skills, to help prepare students for standardized tests. While working in the District office, she became a CRISS trainer and as an assistant principal she continues to train teachers in implementing useful learning strategies during instruction.

As a successful sales manager, Ms. Parlor learned how to monitor subordinates and data in order to meet fiscal objectives. In education she acknowledges that same premise applies in preparing for Adequate Yearly Progress. She is responsible for staff development and has a special interest in providing support for new hires. Ms. Parlor is also responsible for the Language Arts and Social Studies Departments, Exceptional Student Education, the school-wide Reading Program, Internal Accounts, and Textbook Purchasing. Her strengths lie in her ability to work with and motivate people in order to make gains. Ms. Parlor has the philosophy that all can be successful if trained properly on the right approaches, which results in the bottom line--productivity. Ms. Parlor was selected the 2006-2007 Miami Beach Feeder Patter Assistant Principal of the Year.

Assistant Principal: Lisa Gonsky-Bozorth (Employee Number: 192270)

Ms. Gonsky-Bozorth has over 14 years of experience as an educator. She received a Bachelor of Science in Education from the University of South Florida and was awarded a scholarship to Florida International University where she earned a Master of Science in Teaching English to Speakers of Other Languages. She continued her education at Florida International University and earned a certificate in Educational Leadership. She began her career as a teacher at South Pointe Elementary School. While being an innovative teacher, she served on the EESAC committee, as grade level chair and math coordinator. She also assisted in the preparation and implementation of the School Improvement Plan. As she collected and analyzed data for the School Improvement Plan she also used this data to drive the instruction in her class. While she was at South Pointe, the student achievement of her class and departments was always rising. Ms. Gonsky-Bozorth was also an adjunct professor at Miami-Dade College. She taught ESOL for 3 years to adults. In 2004-2005 she began the year as a temporary Assistant Principal at Kendale Lakes Elementary. During her brief stay, she helped the school create an attendance program that raised the school to the first page of the district attendance report. She completed the 2004-2005 year at Highland Oaks Middle School as a temporary Assistant Principal. She assisted in overseeing the construction of the new bus drop off circle and shepherded the creation and completion of the Highland Oaks Café (an outside area where the teachers can eat). Ms. Gonsky-Bozorth joined Nautilus Middle School at the beginning of the 2005-2006 year as the seventh grade Assistant Principal. She was responsible for Title I, ESE and Parent Involvement programs. Additionally, Mrs. Gonsky-Bozorth also was responsible for the mathematics and science departments. With her assistance, Nautilus Middle School achieved a grade of an "A" for the 2005-2006 year.

Assistant Principal: Julio A. Echemendia (Employee Number: 223292)

Mr. Echemendia has ten years of experience as an educator in Florida. He holds a Master of Science in Educational Leadership from Nova Southeastern University, and a Bachelor of Science in Physical Education from Florida International University. During his tenure as a Miami-Dade educator, Mr. Echemendia has served at American Senior High School, Norland Middle School, North Miami Beach Senior High School, and Nautilus Middle School. At North Miami Beach Sr. High School, he served as the Head Baseball Coach for four years, Athletic Director for three years, and Administrative Assistant for one year. During his tenure as Athletic director, the Athletic program was ranked fourth out of 35 programs in Miami-Dade. Mr. Echemendia has extensive experience and success in promoting student achievement in academics and athletics at the secondary level. Mr. Echemendia joined Nautilus Middle School in the 2005-2006 school year as the eighth grade Assistant Principal. He was responsible for the ESOL, Fine Arts, and Social Studies Departments. He developed an attendance plan that helped Nautilus Middle School show the most improvement in the region during the first, second, and fourth quarters, and the most improvement in the entire district during the third quarter. Mr. Echemendia was also the Assistant Principal in charge of opening Summer School, he was the administrator in charge of one Language Arts teacher, one Math teacher, one SPED teacher, and 83 students. He scheduled the students in the proper courses, calculated and submitted the FTE, and coordinated the new transportation system. He also monitored student's progress in the new program, Reading Plus that was implemented and utilized successfully.

• Teacher Mentoring:

The mentoring program for teachers at Nautilus Middle School follows the components and requirements identified in the District

Professional Assessment and Comprehensive Evaluation System. New teachers attend a series of district and school-site orientation sessions which familiarize them with the rules and procedures prescribed by the Miami-Dade County Public School Board. Annual contract teachers are assigned to a Professional Growth Team and to an individual mentor who provides support and guidance.

New teachers are asked to submit their instructional plans to their Professional Growth Team or mentor teacher for analysis and discussion once each semester. Mentor teachers are afforded additional scheduling consideration to allow them time for their work with beginning teachers. Teachers on annual contracts are required to maintain an activity log which is monitored by their Professional Growth Team to ensure that teaching standards are accomplished successfully. New teachers are provided with additional assistance via extensive modeling and coaching from District curriculum support specialists, the school's reading coaches, and tenured members of the faculty.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Nautilus Middle School fosters professional collaboration among all stakeholders to help create a learning environment that supports the vision and mission of the school. The EESAC works extensively with the principal, faculty, and council members to promote increased student achievement. The council holds monthly meetings to facilitate and monitor the efforts associated with the School Improvement Plan. The expenditure of EESAC funds are directed toward the objectives identified in the School Improvement Plan.

• Extended Learning Opportunities

At Nautilus Middle School the students are provided with an array of extended learning opportunities.

1. Before and After School tutoring programs.
2. Pull-out tutoring during the day provided to strengthen students' reading proficiency.
3. Saturday Tutorials provided to strengthen students' proficiency in reading, mathematics, and writing.
4. Students who scored Levels 1 and 2 on the FCAT Reading are enrolled in intensive reading classes.
5. Students who scored Levels 1 and 2 on the FCAT Math are enrolled in intensive math classes.
6. High School credit courses offered in mathematics, science and foreign language.
7. Duke (T.I.P.S.) and Johns Hopkins University Summer Programs are offered to identified students.
8. Plato Course Recovery Class.

• School Wide Improvement Model

Nautilus Middle School will use the 8-Step Continuous Improvement Model as the mechanism to promote greater student achievement in all disciplines. This model was selected because it is a data-driven improvement model, and there is sufficient evidence among comparable school districts that it works. The process described in the model will allow the faculty to regularly assess students for intervention, remediation, and enrichment. The assessment data derived from the process will be analyzed to prioritize areas where students demonstrate the greatest strengths and weaknesses. Additionally the data will be used to organize students into specific academic and instructional groups.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Nautilus Middle School will provide all students an opportunity to pursue high academic standards by using the District's Competency Based Curriculum (CBC) and the Sunshine State Standards (SSS) to achieve and obtain annual learning gains and read on or above grade level.

Needs Assessment

Results of the March 2006 FCAT Reading Assessment indicate that fifty-nine percent of the student population scored at or above FCAT Level 3, a fourteen percent increase when compared to scores on the 2005 administration. Seventy-two percent of students achieved learning gains, a twenty-six percent increase when compared to the scores of the 2005 administration. Eighty percent of the lowest quartile made learning gains in reading, an eleven percent increase when compared to the 2005 administration. Additionally, the total school population proved strongest in the areas of Words and Phrases (seventy-one percent correct in grade seven and sixty-six percent in grade eight) and Main Idea/Purpose (sixty-five percent correct in grade seven and sixty-three correct in grade eight), while Comparisons (sixty-seven correct in grade seven and sixty-three percent correct in grade eight) and Reference/Research (sixty-seven correct in grade seven and fifty percent correct in grade eight) proved to be the weakest strands. When Adequate Yearly Progress (AYP) of established subgroups was analyzed, the Limited English Proficient (LEP) and Students with Disabilities (SWD) did not achieve the standards established by the state according to the No Child Left Behind parameters. Twenty-two percent of the required forty-four percent of the LEP population scored at or above grade level, a seven percent increase when compared to scores of the 2005 FCAT Reading Test administration. Eleven percent of the required forty-four percent of the SWD population scored at or above grade level, one percent growth was demonstrated when compared to scores of the 2005 FCAT Reading Test administration. The 2006 analysis disclosed the following needs: (1) the need for a refresher course for CRISS-

trained staff on learning strategies which maximize reading comprehension; (2) the need for an instructional initiative which promotes reading fluency and vocabulary development school wide; and (3) the addition of intensive reading class sections to the master schedule tailored to meet the specific needs of Level 1 and 2 students; and (4) the implementation of extended tutoring opportunities tailored to meet the specific needs of the students with Limited English Proficiency and Students with Disabilities populations.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will maintain or increase their reading proficiency as evidenced by at least sixty-four percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades seven and eight will increase their reading proficiency as evidenced by fifty-one percent of students scoring at FCAT Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities (SWD) in grades seven and eight will increase their reading proficiency as evidenced by fifty-one percent of students scoring at FCAT Level 3 on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze and utilize SPI data to monitor LEP and students with disabilities weaknesses by benchmarks for tutorial participation.	Principal, APs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer interim reading assessment to monitor student progress and utilize the results to drive instruction.	Principal, APs, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Read XL in intensive classes and provide staff development as needed.	APC, Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer monthly Edusoft assessments aligned to the Sunshine State Standards benchmarks to monitor student progress and address weak areas.	APC, Reading Coach, Department Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Accelerated Reader for school wide use to encourage reading.	APC, Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Utilize Reading Plus in language arts and reading classes to increase reading comprehension skills.	APC, Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$16000.00
Implement the Pacing Guide that targets the Sunshine State Standards assessed on the FCAT Assessment.	APC, Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Schedule every student who scored "100" on the 2006 administration of the FCAT Reading Assessment to attend academic development sessions with the respective counselor.	APC, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule all Level 1 and 2 students in an intensive reading class and/or reading pull-	Principal, APC	6/5/2006	10/21/2006	Small Learning Communities	\$7950.00

out for the lowest twenty-five percent.	
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Research-Based Programs

1. Language Arts Textbook: McDougal Littell
2. Read 180
3. Reading Plus
4. Read XL

Professional Development

Professional Staff development for teachers will be provided to enhance instructional methodology and pedagogy.

1. On-going Creating Independence through Student-owned Strategies (CRISS) training
2. Reciprocal Teaching
3. FCAT Explorer
4. Classworks
5. SPI Training
6. Data Analysis
7. Edusoft
8. Read 180
9. Reading Plus

Evaluation

1. Interim Assessments
2. Student Reading Logs
3. MAZE
4. School Authored Assessment
5. Read 180
6. FCAT Explorer
7. Reading Plus
8. 2007 FCAT Reading Assessment

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Nautilus Middle School will provide all students an opportunity to pursue high academic standards by using the District's Competency Base Curriculum (CBC) and the Sunshine State Standards (SSS) to achieve and obtain annual learning gains in the area of mathematics.

Needs Assessment

Results of the March 2006 FCAT Mathematics Assessment indicate that sixty-seven percent of the student population scored at or above FCAT Level 3, a nine percent increase when compared to the scores of the 2005 administration. Seventy-three percent of students achieved learning gains, a three percent increase when compared to the scores of the 2005 administration. Additionally, the grade seven student population proved strongest in the areas of Geometry (sixty-three percent correct), and the grade eight student population was strongest in the area of Data Analysis (fifty-eight percent correct). While Geometry (thirty-three percent correct in grade eight), Algebraic Thinking (forty-four percent correct in grade seven and fifty percent correct in grade eight) and Measurement (forty-four percent correct in grade seven and forty-two percent correct in grade eight) proved to be the weakest strands. When Adequate Yearly Progress (AYP) of established subgroups was analyzed, Students with Disabilities (SWD) did not achieve the standards established by the state according to the No Child Left Behind parameters (fifty percent at or above grade level). Fifteen percent of the required fifty percent of the Students with Disabilities population scored at or above grade level in mathematics, a three percent decrease when compared to scores of the 2005 FCAT Math Assessment administration.

The 2006 assessment has uncovered needs, which include, but are not limited to: (1) include more activities encompassing weakest strands and benchmarks; (2) development and implementation of a tutoring program that

addresses higher level courses; (3) additional intensive mathematics classes and/or sections for all Level 1 and 2 students to the master schedule; and (4) increase the use of manipulatives in math classes.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will increase their mathematics proficiency as evidenced by seventy-two percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment

Given instruction using the Sunshine State Standards (SSS), Students with Disabilities in grades seven and eight will increase their mathematics proficiency as evidenced by fifty-six percent of students scoring at FCAT Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students who scored at or above FCAT Level 3 in mathematics for placement in advanced and honors mathematics courses.	APs, Counselors	5/1/2006	8/14/2006	Continuous Improvement Model	\$0.00
Analyze and utilize SPI data to drive instruction for identified student weaknesses and provide remediation.	Principal, APs, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize District Interim assessments to monitor student progress towards benchmark mastery and address areas of weakness.	APs, Department Chairperson, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Pacing Guide in all mathematics courses to facilitate instructional delivery and student assessment.	APs, Department Chairperson, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with performance-based activities that incorporate the use of manipulatives, problem solving, critical thinking, communication, and technology.	Department Chairpersons and Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Utilize and analyze Cognitive Tutor and GIZMOs to supplement instruction and intergrate technology in the curriculum.	Principal, APs, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$3500.00
Encourage all Level 1 and 2 students to attend the after-school tutoring, Saturday and/or pull-out program and monitor progress	Principal, APs, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$13750.00

Research-Based Programs

1. Mathematics Textbook—Glencoe
2. Riverdeep
3. Cognitive Tutor
4. GIZMOS

Professional Development

1. SPI training
2. Data Analysis
3. FCAT Explorer
4. Edusoft
5. Riverdeep
6. GIZMOS
7. Cognitive Tutor

Evaluation

1. Interim assessments
2. FCAT Explorer
3. Riverdeep
4. Edusoft Item Bank
5. Cognitive Tutor
6. 2007 FCAT Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Nautilus Middle School will provide all students an opportunity to pursue high academic standards by using the District’s Competency Based Curriculum (CBC) and the Sunshine State Standards (SSS) to achieve and obtain annual learning gains in the area of writing.

Needs Assessment

Results of the 2006 FCAT Writing Assessment indicate that eighty-nine percent of eighth grade students tested scored at the state’s mastery level of 3.5 or higher. Fifteen percent of eighth grade students scored below the state mastery level. Eighth grade students tested achieved a combined mean score of 4.0, demonstrating a .4 percent increase when compared to 2005 combined mean score of 3.6. Specifically, eighth grade students tested with the expository version of the FCAT Writing Assessment achieved a mean score of 3.9 and a mean score of 3.9 was achieved in persuasive writing. Data indicates the curriculum needs to equally reflect a focus on expository and persuasive writing, with a continued effort to develop students’ writing skills.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, students in grade eight will maintain or improve their writing proficiency as evidenced by at least ninety-four percent of the students scoring 3.5 or higher on the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Model various writing techniques, such as one sentence summaries, sentence expansion, and frame paragraphs, to improve student writing.	Reading Coach, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage the use of learning logs and journals in all content areas to address various writing strategies.	APC, Department Chairs, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Model summary techniques and organizers, such as GIST and RAFT in language arts courses to profess the use of voice and author's' purpose in writing.	APC, Department Chairs, Reading Coach, Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Encourage the use of peer-editing and self-evaluation in all writing exercises for the practice of understanding rubric grading.	Department Chairs, Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Use the writing process to increase the ability of students to write exceptional essays in advanced academic courses.	Department Chairs, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate the use of graphic organizers in essay planning and writing for the purpose of teaching organizational writing.	APC, Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer writing pre-test and utilize results to drive instruction.	APC, Teachers	9/11/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

1. McDougall Littell resources

Professional Development

1. Holistic scoring training
2. Data analysis training

Evaluation

1. Writing Pre Test
2. Quarterly Writing Assessment
3. Writing Post Test
4. Teacher Authored Writing Prompts
5. 2007 FCAT Writing Assessment

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Nautilus Middle School will provide every student with the skills and competencies necessary to master state standards and make annual learning gains in the area of science.

Needs Assessment

Results of the March 2006 FCAT Science Assessment indicate that thirty-two of eighth grade students tested scored at or above Level 3. Additionally, eighth grade students demonstrated strength in the areas of Life and Environmental Science (fifty-four percent correct) and Earth Space and Science (fifty-four percent correct); while weaker in the areas of Scientific Thinking (forty-three percent correct) and Physical and Chemical Science (forty percent correct).

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science proficiency as evidenced by fifty-seven percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide time for teachers to collaborate and share best practices, mentor, and model lessons.	APs, Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Pacing Guide that assesses the FCAT Science benchmarks in all science courses.	APs, Department Chair	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Utilize the Home Language Assistance Programs to assist LEP students who are having difficulties.	Teachers	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Utilize and analyze GIZMOS to drive instruction.	APs, Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop a common set of laboratory activities for students within each science course.	APs, Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$3200.00
Increase the use of process skills through group work in writing activities, such as laboratory reports, technology inquiry-based activities in science.	APs, Department Chair	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Identify students who scored at or above FCAT Level 3 in mathematics for placement in advanced and honors science courses.	APs, Department Chair	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

1. Glencoe Textbook and Supplementary Resources
2. GIZMOS
3. RiverDeep

Professional Development

1. Pacing Guide Implementation training
2. CRISS training
3. RiverDeep training
4. GIZMOS
5. Data Analysis

Evaluation

1. Site-authored assessments
2. Laboratory Experiences
3. 2007 FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Nautilus Middle School will collaborate and communicate with its stakeholders and provide increased opportunities for involvement in education.

Needs Assessment

Data from 2005-2006 sign-in rosters indicate fifty-two percent of parents participated in at least one Parental Involvement Workshop. However, the data indicates less than desired parent participation at all school activities/workshops except for Open House. There is a great need for parents who are not familiar with the expectations and policies of the school to attend workshops and communicate with the school. Greater and persistent involvement on the part of the parents and stakeholders is crucial to the schools continued success.

Measurable Objective

Given emphasis on parental and community involvement, and it being an integral part of our efforts; the school will demonstrate an increase in parent participation by fifty-eight percent of the parents attending a minimum of one workshop as evidenced by 2006-2007 attendance logs. A five percent increase in parent participation when compared to fifty-three percent on the 2005-2006 attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly EESAC/PTSA meetings to inform parents about school improvement efforts.	Principal, EESAC Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Quarterly invite parents to participate in the various awards programs that show cases the academic achievement of Nautilus Middle School students.	Principal, Activities Director	8/14/2006	5/30/2007	Academic Teams	\$0.00
Communicate relevant information to parents via the District's voice recorded Connect-Ed.	Principal, APs	8/14/2006	5/30/2007	Academic Teams	\$0.00
Maintain school website bi-weekly to provide information about the school to parents and the community.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Provide strategies for parents to use at home to support reading, mathematics, writing, and science efforts.	Reading Coach, APs, CIS	8/14/2006	5/30/2007	Community Partnerships	\$1200.00
Utilize Community Involvement Specialist to conduct home visits in order to promote parental involvement.	CIS, APs	8/14/2006	5/30/2007	Community Partnerships	\$19891.00
Communicate about the school and PTSA via newsletters, flyers, and letters in both English and Spanish as needed to disseminate pertinent information.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$800.00

Research-Based Programs

1. PTSA

Professional Development

1. Monthly EESAC Meetings
2. Monthly PTSA Meetings
3. Title I Workshops addressing numerous topics such as attendance, FCAT, Report Cards requirements

Evaluation

1. Workshop attendance rosters
2. Community Involvement Specialist Records
3. PTSA meetings attendance roster
4. EESAC meetings attendance rosters
5. Advocates for Gifted Education attendance rosters

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Nautilus Middle School will provide and promote a safe and disciplined environment for all students and stakeholders.

Needs Assessment

After reviewing and analyzing the suspension data associated with the Student Case Management System, results indicate that there is a need for improvement in student behavior. During the 2005-2006 school year, Nautilus Middle School processed 1,109 suspensions (indoor and outdoor suspensions combined). Nautilus Middle School processed 758 suspensions (indoor and outdoor combined), to Economically Disadvantaged students. There is a need to develop and implement alternatives to suspension to reduce the suspension rate.

Measurable Objective

Given emphasis on maintaining a safe and orderly learning environment, student behavior will improve as evidenced by a decline in the number of indoor and outdoor suspensions to 998 as evidenced by the 2006-2007 suspension report. A ten percent decrease when compared to 1,109 suspensions (indoor and outdoor combined) on the 2005-2006 suspension report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with an orientation which focuses on the Code of Student Conduct.	Principal, APs, Counselors	9/25/2006	9/26/2006	District Strategic Plan	\$0.00
Review student case management referrals for students in the Exceptional Student Educational and Economically Disadvantaged program on a monthly basis and provide intervention strategies for repeat violators.	Principal, APs, Counselors, ESE Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the progressive discipline plan.	Principal, APs, Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement alternatives to suspension by involving teachers and parents in the discipline process.	Principal, APs, Counselors, CIS	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide incentives to students who comply with the Code of Student Conduct.	Principal, APs, Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$200.00

Research-Based Programs

Not Applicable

Professional Development

1. "It Didn't Have to Happen" training
2. MDCPS Parent Academy Workshops
3. School-site presentations on proper discipline

Evaluation

1. COGNOS suspension reports

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Nautilus Middle School will promote and integrate technology across the curriculum to prepare students with the necessary skills to compete in the work force.

Needs Assessment

Results from the administration of a teacher survey indicate a lack of technology in the classrooms, various levels of computer literacy among the faculty, and the need to integrate technology into the curriculum. The staff supports and welcomes computer education and training.

Measurable Objective

Given training on the integration of technology across the curriculum, students will utilize at least one software program in their classrooms to supplement instruction. The increase of one software program will increase usage to twenty-eight percent as evidenced by the 2006-2007 school created survey results. A ten percent increase when compared to eighteen percent student software program usage in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide e-mail training and concepts of computer knowledge to all teachers.	Principal, Technology Coordinator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Replace or eliminate obsolete computers and software programs as needed.	Principal, APs, Technology Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00
Increase teacher computer literacy by implementing computer training on MS Office Application, District mandate applications and the Electronic Gradebook.	Principal, APs, Technology Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$1200.00
Increase the number of high-quality printers and AV converter boxes in the classrooms as needed.	Principal, APs, Technology Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$3500.00
Install Smart Boards in the computer lab to enhance delivery of instruction through technology.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Provide staff technology training on various web-based programs such as FCAT Explorer, Edusoft and RiverDeep, .	Principal, APs, Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00

Research-Based Programs

Not Applicable

Professional Development

1. Pinnacle/Excelsior Gradebook Training
2. MS Office Application Training
3. Web-based software programs; i.e., FCAT Explorer, RiverDeep and Edusoft

Evaluation

1. Results of school generated survey

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Nautilus Middle School will promote the overall health and fitness of students by providing opportunities for students to attain the optimal level of fitness.

Needs Assessment

After reviewing and analyzing results of the 2006 Physical Fitness Testing Report, data indicates that twenty-six percent participated in a physical education program. Fifty-five percent of these students enrolled in physical education attained a District Fitness Award. There is a need to promote physical education and implement the National Standards for Physical Education.

Measurable Objective

Given instruction using the M-DCPS mandated 2005 FITNESSGRAM standards, students in grades seven and eight will improve their fitness as evidenced by an increase in the number of award winners to sixty-five percent as evidenced by 2006-2007 results. A five percent increase when compared to sixty percent student award winners in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue the selling of baked goods and non-carbonated drinks through our vending machine operations.	Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Monitor the physical education program to ensure that activities are specifically related to the assessment component items.	APs	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer pre-test to determine student baseline measures and compare with results of post test.	P.E. Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage parents to become more involved in the health and physical fitness of their children.	APs, Counselors, CIS	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Promote schoolwide nutrition by offering healthy food options as part of our cafeteria menu.	Principal, APs, Cafeteria Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

1. The FITNESSGRAM

Professional Development

1. Health and Fitness training

Evaluation

1. 2007 FITNESSGRAM results

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Nautilus Middle School will afford students with opportunities to pursue areas of interest by providing an array of extra and co-curricular offerings.

Needs Assessment

After reviewing and analyzing our elective program, trends in student enrollment indicate a decline as a consequence of the state required reading and mathematics mandate. Over sixty percent of our student population scored at or above Level 3 on FCAT Reading and/or Mathematics, a ten percent increase when compared to the 2005 administration. Therefore, there is a decrease in the number of students required to take an intensive reading and/or mathematics course in lieu of an elective. Our program will make tremendous gains in student population.

Measurable Objective

Given emphasis on the benefits of participating in extra and co-curricular activities, student participation in extra and co-curricular activities will improve by fifteen percent as evidenced by 2006-2007 student participation logs. A five percent increase in student extra and co-curricular activities when compared to ten percent on 2005-2006 participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate a Rush Day that will inform students of all the club and sport offerings.	Principal, Activities Director, Club Sponsors	9/28/2006	9/29/2006	Academic Teams	\$0.00
Analyze current student enrollment in the elective program to determine the need of extra and co-curricular activities.	Principal, Activities Director, Club Sponsors	8/14/2006	5/30/2007	District Strategic Plan	\$3600.00
Provide greater opportunities for students who are enrolled in intensive classes to participate in after school activities.	Principal, Activities Director, Club Sponsors	8/14/2006	5/30/2007	Continuous Improvement Model	\$800.00
Provide an after-school music program to allow students to practice skills for local, state and national competitions.	Principal, Activities Director, Club Sponsors	8/14/2006	5/30/2007	Continuous Improvement Model	\$800.00

Research-Based Programs

Not Applicable

Professional Development

1. In-Service Seminars with club sponsors.

Evaluation

1. Student participation logs

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Nautilus Middle School will rank at or above the 52th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the FLDOE indicated that in 2005, Nautilus Middle School ranked in the 50th percentile on the State of Florida ROI Index.

Measurable Objective

Nautilus Middle School will improve its ranking on the State of Florida ROI Index Publication from the 50th percentile in 2005 to the 52nd percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal, APs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recruit volunteers to assist with tutoring programs.	Principal, APs, PTSA President	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Conduct an analysis of school-based expenditures.	Principal, APs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, APs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

1. Greater average per student return on investment

Evaluation

1. On the next State of Florida ROI Index Publication, Nautilus Middle School will show progress toward reaching the 52th percentile.

EESAC Compliance

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

Budget:

The EESAC examined the 2006-2007 budgetary expenditures and recommended to continue funding the Saturday school tutorials and academic incentives monies that remain will be utilized for additional tutoring. It was recommended to establish a Budget Committee. The remaining balances in 2006-2007 are to be spent in programs and materials that will enhance student achievement.

Training:

Staff development continues to be a priority for the EESAC. Therefore, it will continue to support all schoolwide staff development and early release inservices.

Instructional Materials:

The EESAC made the recommendation to fund the instructional materials for the mathematics program. Funds were committed to purchase Cognitive Tutor for all students enrolled in algebra classes. The EESAC is considering the purchase of two Smart Boards to enhance the delivery of instruction.

Technology:

Training will be in the areas of Edusoft, SPI, Electronic Gradebook, the use of e-mail, Accelerated Reader, FCAT Explorer, Read 180, River Deep, and Reading Plus. EESAC recommended that teachers integrate technology into their curriculum and that training is provided for Smart Boards.

Staffing:

The EESAC recommended that intensive reading and/or mathematics classes be capped at 20 students.

Student Support Services:

The EESAC recommended that students who scored FCAT Level 1 in Reading and/or Math receive services and that their progress is maintained.

Other Matters of Resource Allocation:

The EESAC recommended no other allocation at this time. The EESAC made no other recommendation for resource allocations at this time.

Benchmarking:

The EESAC recommended to collect and review data to support progress at the 2006-2007 mid-year review. The council expressed interest in reviewing data each quarter.

School Safety & Discipline:

The EESAC recommended to continue to support all school safety efforts such as the mandatory uniform policy and ID badges. The implementation of a discipline committee was suggested.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$28,950.00
Goal 2: Mathematics	\$18,250.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$3,200.00
Goal 5: Parental Involvement	\$23,891.00
Goal 6: Discipline & Safety	\$200.00
Goal 7: Technology	\$13,200.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$5,200.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$92,891.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent