
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6631 - North Miami Middle School

FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Arnold Montgomery

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

North Miami Middle School

North Miami Middle School strives to prepare its students for success. We have created academic programs with specialized courses designed to meet the needs of students who require assistance in reading, writing, mathematics, and science. This model enables our students to master the essential content necessary to be successful on standardized tests. In an effort to improve student achievement, this plan will focus on North Miami Middle School's objectives along with strategies in the areas of reading, writing, mathematics, science, parental involvement, discipline and safety, technology, health and fitness, electives and special areas and our return on investment. Our focus will be in curricular planning and preparation. The school has developed an instructional plan that will include: staff development, instructional delivery, collaboration, vertical and horizontal team planning, and monitoring of student progress. Through the promotion of parent and community involvement, North Miami Middle School will ensure that educational experiences promoting higher order thinking and character education will afford our students the opportunity to meet with success.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African- American students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the eighth grade will increase their writing performance as evidenced by students achieving 3.5 on the 2007 administration of the FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 35 percent achieving 3 or higher on the 2007 FCAT Science Assessment.

Given school-wide emphasis on parental involvement in the education of our students, there will be a 3 percent increase in participation in school-wide activities from 105 percent of the parents attending at least one school activity in the 2005-2006 school year to 108 percent in the 2006-2007 school year.

Given the Code of Student Conduct, the number of suspensions issued to students at North Miami Middle School during the 2006-2007 school year will show a 25 percent decrease as compared to the numbers of suspensions issued during the 2005-2006 school year.

Given instruction based on computer literacy standards, North Miami Middle School will increase teacher usage of technology by 25 percent as evidenced by school developed logs of teacher usage.

Given instruction based on the results of the FITNESSGRAM Test, students in grades six through eight enrolled in Physical Education classes will improve their physical fitness levels by an increase of three percent in the number of award winners from 43 percent to 46 percent as evidenced by the 2006-2007 results.

Given instruction in Speech & Debate, students will focus on a their ability to write, speak, and listen in a professional broadcast setting. Fifty percent of the participants involved in Speech & Debate class will increase their FCAT Reading scores by 1 percent.

North Miami Middle School will improve its ranking on the State of Florida ROI Index publication from the 54th percentile in 2005 to the 70th percentile on the next publication of the index.

The results of the 2006 Organizational Performance Improvement Snapshot, indicated that stake holders are generally satisfied with the leadership, measurment, analysis, and knowledge management, customer and market focus. Additional effort needs to be applied to disseminating financial information to all stakeholders.

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.

North Miami Middle School

VISION

The vision of North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures and nurtures self-esteem. In an effort to improve academic achievement and promote life long contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a confusing and tumultuous world.

MISSION

The mission of North Miami Middle School is to provide a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to excellence and achievement of our goals.

CORE VALUES

North Miami Middle School believes that every student should be encouraged to achieve his/her highest potential and that it is our responsibility as a school community to provide the tools and resources necessary to achieve this goal. As a school, we serve as a model for the tradition and values of American culture while fostering respect for all people. Our driving force is to increase student achievement in reading, writing, mathematics, and science, allowing our students the opportunity to be competitive in the world of work.

School Demographics

North Miami Middle School is a comprehensive middle school built on a 3.9-acre campus located in North Miami. The community that the school serves is comprised of people predominantly of Haitian descent and can be classified as a low socioeconomic and disadvantaged area, with the majority of its residents residing in rental properties.

North Miami Middle School has identified several issues that challenge student learning and achievement. Among those issues most prevalent are high mobility rates, a large LEP population, and high percentages of our students reading below state standard expectations. The majority of our students come from families where English is not spoken and parent literacy is minimal. This trend severely limits the amount of assistance parents can provide at home. Additionally, visits to the home by the school social worker, as well as the Community Involvement Specialist, indicate that long working hours preclude parents from spending quality time with their children. Lack of parental input has made it difficult for our students to be organized, manage time effectively, and for staff to convince the students that home learning and reading are essential to their future success. While the majority of our students speak English, they are limited in vocabulary and reading readiness. Our students are limited in their exposure to cultural and social experiences outside of their immediate community and the need for support is evident in multicultural understanding. The need for academic improvement and individualized instruction has been clearly defined by the data presented on the 2006 Florida Comprehensive Assessment Test.

The current population is composed of 1092 students, a decrease in enrollment by 20 percent, comprised of 84 percent Black-Non-Hispanic, 12 percent Hispanic, one percent Asian/Indian, one percent Multi-racial, and one percent White Non-Hispanic. The students enrolled in our school come from diverse backgrounds and many have special needs. There are 69 classroom teachers, 9 SPED teachers, three guidance counselors, a TRUST counselor, a Career Specialist, two Reading Coaches, a Math Leader, and nine paraprofessionals. There are four administrators, one principal, and three assistant principals who supervise all school activities and functions. The instructional staff consists of 30 percent male and 70 percent female. Thirty-three percent of the staff have Master's Degrees and twelve percent have Specialist or PhD Degrees. The ethnic/racial makeup is 32 percent White Non-Hispanic, 46 percent Black Non-Hispanic, 16 percent Hispanic, and six percent Asian.

North Miami Middle School provides additional opportunities to enhance student achievement. These include an after-school tutorial program emphasizing intensive instruction in math and reading, in addition to an early-bird and after school PLATO course recovery program. SPED students will learn along-side their peers through an inclusion program across all grade levels and exceptionalities. Several research-based programs including CRISS, Read 180, Reading Plus, Elements of Literature, Bridges to Literature, Quick Reads, Making Words, Making Big Words, Direct Instruction, Differentiated Instruction, Reciprocal Teaching, School Wide Read Aloud, Compass Learning, the Accelerated Reader program, Plato Course Recovery Program, Riverdeep, Easy Tech, Brainchild, and FCAT Explorer will be implemented to assist students in making maximum progress.

The School Accountability Report revealed that 37 percent of the student population met High Standards in Reading, 37 percent in Mathematics, and 79 percent in Writing. Only 68 percent of the student population made learning gains in Reading, 66 percent in Mathematics, and 76 percent of the lowest twenty-five percent made adequate progress in Reading on the 2006 Florida Comprehensive Assessment Test. The 2005-2006 Adequate Yearly Progress Report, indicated that although AYP was not achieved, students in all subgroups are continuing to make great strides scoring at or above grade level in Reading, Writing, and Mathematics. The report indicated that 31 percent of the African American students scored at or above grade level, 41 percent of Hispanic students scored at or above grade level in Reading, 32 percent of Economically Disadvantaged students scored at or above grade level in Reading, 11 percent of Limited English Proficiency students scored at or above grade level in Reading, and 20 percent of Students with Disabilities scored at or above grade level in Reading. Mathematic scores indicated that students in the following sub-groups scored at or above grade level: 32 percent of African American students, 45 percent Hispanic, 33 percent Economically Disadvantaged, 13 percent Limited English Proficiency students, and 18 percent of Students with Disabilities scored

at or above grade level.

School Foundation

Leadership:

The faculty and staff of North Miami Middle School believe that the leadership has conveyed the mission and vision of the school in a clear manner and that the message is shared universally throughout the building. This category received the highest ranking (4.3) on the Organizational Performance Improvement Snapshot (OPIS) completed in September 2006. A positive work environment has been created by the leadership team and faculty members feel well-guided and informed about decisions that are made school wide and by the district. Additionally, they believe that the professional and personal growth of the faculty is valued and that opportunities are provided to promote this growth.

District Strategic Planning Alignment:

District Strategic Alignment produced an average score of 4.0. North Miami Middle School's goals and objectives align with the District's Strategic Plan by focusing on student achievement, parental and community involvement, professional growth, discipline for all students, a reduction in the number of indoor and outdoor suspensions, the incorporation of business practices at the school site, the recruitment and retention of highly qualified personnel, and the inclusion of students with disabilities in general education classrooms.

Stakeholder Engagement:

The average score regarding Customer and Market Focus was 4.2. North Miami Middle School strives to meet the needs of all stakeholders. This includes students, parents, staff members, and community members. The faculty and staff believe that this goal continues to accommodate the needs of all involved. The EESAC serves as a guiding force in implementing and monitoring change within the school building. Additionally, it serves as a pulse for the needs of all stakeholders.

Faculty & Staff:

The average score regarding Human Resource Focus was 4.0 on the OPIS. To encourage staff members to work as a cooperative unit, faculty team building exercises are implemented systematically on both a departmental and facility-wide level. These results indicated that the faculty works cohesively as team to promote student achievement and the professional growth of the educational family. A professional development program has been implemented in the building to provide on site professional development opportunities for all staff, therefore, fostering a nurturing, atmosphere for self-improvement. The ultimate intention of this program is to retain highly qualified teachers and promote student achievement. Additionally, both a school-site teacher-mentoring and induction program, and a buddy teacher program have been infused into our professional development program to help motivate new teachers and provide them with the support and guidance of veteran teachers. In addition, support systems have been implemented to provide experienced teachers with resources to facilitate instruction and professional growth.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Snapshot (OPIS), North Miami Middle School rated measurement, analysis, knowledge management with a score of 4.2. North Miami Middle School implements the Eight Step Continuous Improvement Model to drive data driven instruction for the promotion of student

achievement. In an effort to truly understand the needs of each child, we implement pre-, mid-, and post- testing, bi-weekly exams, quarterly assessments, informal site-based testing, and other District provided assessments. The faculty and staff feel confident in their ability to use the results of the data and meet the needs of the student population. Teachers feel empowered to motivate their students, using data evaluation as a method of individualizing instruction.

Education Design:

North Miami Middle School provides before, during and after school tutorial programs, along with extracurricular programs to motivate at-risk students and encourage them to stay in school and achieve at their full potential. Additionally, course recovery opportunities are provided for all students in grade seven and eight, before and after school. Sixth grade students participate in a pull out program focusing on phonics and phonemic development using hands-on manipulatives, and strategies to help improve comprehension and fluency skills. Students who are on the cusp of greater Academic Achievement receive additional remediation and instruction through a critical thinking class, participation in the Reading Plus program, and select tutorial programs. Students enrolled in gifted and Advanced Academic courses may participate in language arts, math, social studies, science and select enrichment courses. High performing students are actively sought to participate in these programs from within our school and the surrounding elementary schools.

Performance Results:

The average score delineating the processes that drive the function of the school was 4.0. North Miami Middle School has implemented a school-wide discipline initiative to reduce the number of outdoor and indoor suspensions while keeping students actively involved in the educational program. The intention of this five step discipline plan is to remove barriers from instruction and achievement while simultaneously providing a structured progressive discipline model. In addition, Snapshot results have identified a need for improvement in the dissemination of the school's financial status to all stakeholders. Therefore, the Educational Excellence School Advisory Council has asked that this information is provided to all stakeholders.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

North Miami Middle School has instituted a number of policies and procedures to attract and retain high-quality, high qualified teachers. The administrators at North Miami Middle School have attended career fairs to seek out new teachers coming out of university programs in Education. In addition, the school has developed working relationships with local universities. This relationship has led to undergraduate students in the field of Education completing field experience and internship placements at North Miami Middle School. The intention here is to attract students who are graduating with degrees in Education to become enamored with our school and seek employment as part of our educational family. Retaining high quality teachers is a two-fold program at North Miami Middle. Part one of the program involves the implementation of an interest and discipline-based professional development program at the school site. This program offers professional development to new and veteran teachers. These teachers are invited and encouraged to participate in sessions bi-monthly. These sessions are conducted by school site personnel who are considered experts in their field or by region and district personnel. The second part of the program involves a teacher recognition program that rewards teachers for their dedication to student achievement, success, and the overall mission of the school. Motivating teachers to remain enthusiastic about teaching and learning, while simultaneously becoming more effective and efficient educators is a key benefit to this program.

• Highly Qualified, Certified Administrators:

1. Arnold R. Montgomery, Principal (147300)

Mr. Montgomery has worked for over 23 years in the Miami-Dade County Public School System (MDCPS). For 15 years Mr. Montgomery worked at Miami Norland Senior High as an instructor of biology, marine biology, physical science, chemistry, honors chemistry, AP chemistry, general science, earth space science, comprehensive math, and alternative education compensatory classes. Mr. Montgomery has also served as lead teacher for physical science, CBC specialist for physical science, a district committee member that developed CBC's for physical science, and a district writer for CBC Physical Science Test Bank. An important point of interest was the opportunity to work on the district committee for adoption of science textbooks and to instruct teaching strategies at district science meeting. As an assistant principal, Mr. Montgomery worked for 4 years at both Lake Stevens Middle School and North Miami Middle School with numerous responsibilities which included the development of the master schedule, curriculum, the school wide technology program, capital improvement projects, facilities management, personnel, budget, middle school teaming, and standardized testing.

In 2004, Mr. Montgomery applied to and was accepted into the Executive Training Program. Mr. Montgomery also had the after one year of this two-year program; he was appointed principal at North Miami Middle School. As assistant principal, he attended the National Assistant Principal's Leadership Academy and the Instructional Leadership Academy. Sponsored by the Council for Educational Change this week long training covered topics from "Leadership Tools for Community Building" to "Professional Learning Communities". He also assisted in the creation and implementation of a testing model that was used as a Continuous Improvement Model for data driven instruction. Upon completion of the 2004-2005 school year, North Miami Middle School improved to the grade of a "C" on the governor's A+ Plan.

In June 2005, Mr. Montgomery was appointed as principal of North Miami Middle School. In 2005 -2006 Mr. Montgomery attended the Superintendents Urban Principal Initiative Program. Of his experience with the execution of specialized programs, he has supervised and monitored a vocational Middle School Enrichment (MSE) Program, a 21st Century Tutorial Program and various clubs and sports activities, including the facilitation of the Title I Program, including Title I budgetary items. His

responsibilities have included the monitoring of safety reports, identifying, and correcting safety to life situations while serving as an emergency response coordinator responsible. In the area of Exceptional Student Education, Mr. Montgomery has monitored the budget for Exceptional Student Services, conducted M-Team and Child Study team meetings, and supervised the Bertha Abess program Public Relations Administrator. He has worked as liaison between Dade Partners, Educational Excellence School Advisory Committee (EESAC), Parent Teacher Student Association (PTSA), school police, school volunteers and United Fund, and grants committees. Throughout his career, Mr. Montgomery has had the opportunity to work in many different capacities in the MDCPS. He has served as a UTD Union Stewart, Assistant Athletic Director, head basketball, and assistant football coach.

The awards, accolades and honors that Mr. Montgomery has received throughout his career are as follows: Nominated twice for Region/District Teacher of the Year, nominated for Who's Who in Teaching, recognized as Professional Education Magnet Teacher by Magnet Parent Club, cosigner for the UTD Bill of Rights and Responsibilities for Learning Standards, interviewed and/or featured in USA Today, UTD Today and other news and educational organizations for involvement with UTD Bill of Rights and Responsibilities for Learning Standards of Student Conduct for Achievement, nominated for 2003 -2004 Assistant Principal of the Year and Exceptional Student Education Assistant Principal. Over the course of 5 years as an assistant principal Mr. Montgomery has received one "Distinguished" three "Commendable" ratings and one "Competent" rating on his annual evaluations. He is certified in General Science 5-9, Chemistry 9-12, Physical Science 6-12, Earth/Space Science 6-8, and Educational Leadership, Mr. Montgomery received an Associates of Science degree in Pre- Med from Saint Thomas University Miami, Florida. He went on to get a Bachelor's of Science degree in Geology/Geography from Murray State University in Murray, Kentucky. He continued his education at Nova Southeastern University in Ft. Lauderdale, Florida where he received a Master's of Science Degree and Certificate of Educational Leadership.

2. Dr. Alyssa Eskin-Rosenblatt, Assistant Principal (193906)

Dr. Rosenblatt, in her 15th year in the field of education, is a 3rd year Assistant Principal, and in her second year in this position at North Miami Middle School. For eight and one half years she was an Exceptional Student Education Teacher. Her first teaching experience was as a resource-room teacher for grades four through six at Riverside Elementary for three years. Next, she taught at South Miami Heights Elementary, and was a second and third grade resource-room teacher for students with learning disabilities for one year. In addition, she participated in a joint venture between M-DCPS and the University of Miami and was a member of a co-teaching team for a pilot program for a fourth grade Inclusion Model for one year. She taught in an Academic Excellence Program after school for two years and also spent two years at South Miami Heights Elementary as the Exceptional Student Education Department Chairperson.

Dr. Rosenblatt then went to Highland Oaks Middle School where she developed a collaborative teaching Inclusion Model which is still in operation today. She spent two years in that position after which she became the Secondary Program Specialist. For the next two years, her responsibilities included all programming, documentation, and discipline issues as they related to the Exceptional Student Education Department, as well as Activities Director at Highland Oaks Middle School. She participated in a doctoral internship in the Office of Exceptional Student Education where she worked with school board attorneys preparing cases for Due Process Hearings.

In an effort to explore other levels of education, Dr. Rosenblatt then went to Miami Norland Senior High School where she spent one year teaching students who are Educable Mentally Handicapped. Her next two years there, she was Exceptional Student Education Department Chairperson and an Administrative Assistant.

In 1999, Dr. Rosenblatt applied and was accepted into the Leadership Development Institute for Teachers. As her annual project, she created, monitored, and wrote curriculum for a school-wide FCAT Saturday School Tutorial Program. This program, along with the hard work of the faculty and students, produced gains in student achievement on the FCAT. She embarked on her career at North Miami Middle School, spending six weeks as a teacher of Emotionally Handicapped students. At the opening of the

2003-2004 school year, she was named Exceptional Student Education Department Chairperson. In April of 2004, Dr. Rosenblatt was promoted to assistant principal. In the past, her responsibilities have included but not limited to, monitoring the Exceptional Student Education program, grants, EESAC, PTSA, school volunteers, United Way, supplements, and Open House. In her current role of Assistant Principal for Curriculum her primary responsibility is to ensure the academic achievement of all students, as well as the professional development of the staff. Specifically, her responsibilities include monitoring the instructional program, supervising and guiding the department chairpersons, master schedule, student scheduling, curriculum materials, standardized testing, grades, textbooks, EESAC, Media Center, and School to Career, Police Liaison, ESOL, LEP Committee, paraprofessionals, and distributing and monitoring supplements.

Dr. Rosenblatt was accepted into and completed the Superintendent's Urban Principal Initiative in 2005. During this program she lead the school in action research in the area of reading improvement. In the Summer of 2006, Dr. Rosenblatt was selected to attend the National Institute for Urban School Leaders at The Principals' Center at Harvard University. In 2006, she was accepted into the Assistant Principal's Leadership Academy sponsored by the Council for Educational Change.

Her dedication to the academic achievement of students with disabilities is evident in the development and expansion of the Inclusion Program at North Miami Middle School. She has worked diligently to provide and arrange training for the faculty on Inclusion and modifications and accommodations for students with disabilities. Through her efforts, North Miami Middle School was awarded a \$20,000 All Students All School inclusion grant in 2004. Additionally, her efforts to avail educational experiences through technology to all students has resulted in North Miami Middle School being awarded a \$15,000 GTECH After School Advantage donation grant in September of 2006.

At the conclusion of her first six weeks as assistant principal, Dr. Rosenblatt received a Competent on her annual evaluation. In each of her subsequent two full years as an Assistant Principal, she received an evaluation level of "Commendable." Her educational experiences also include two years of teaching undergraduate students at the Union Institute and University in addition to five years of teaching graduate students in the Graduate Teacher Education Program at Nova Southeastern University, and one semester of teaching Doctoral students for the University of Phoenix Online. She is certified in Specific Learning Disabilities K-12, ESOL Endorsement, and Educational Leadership K-12.

In 1991, she received her Bachelor's of Science Degree in Specific Learning Disabilities from Florida International University and her Master's Degree in Diagnostic Teaching also from Florida International University in 1994. In 1999, she earned a Doctorate of Philosophy in Educational Leadership with a Specialization in Special Education from the Union Institute and University. She is a member of the North Miami Middle School PTSA, Council for Exceptional Children, Association for Supervision and Curriculum Development, and sits on the board of the Central Agency for Jewish Education of Broward County.

3. Philip Cox (155487)

Mr. Cox has worked in the Miami-Dade County Public School system for 20 years. Mr. Cox has 12 years experience as a classroom teacher at Paul Lawrence Dunbar Elementary. While working at Dunbar Elementary, Mr. Cox served as chairperson of the EESAC and Technology committees. Mr. Cox also served as department chairperson for mathematics, grade level chairperson for grades two, five and six as well as Technology mentor for school staff members. He also served as the UTD Economic Services Representative. Mr. Cox, for three years, taught an after school tutorial class funded through the Paul Lawrence Dunbar Community School. This tutorial program provided assistance to parents and students in the area of mathematics, science and computer usage.

Additionally, Mr. Cox taught an Academic Excellence Program Technology Tutorial for two years. Mr. Cox was selected by the Assistant Superintendent of Federal Programs and Grants administration to serve as one of three Academic Achievement Facilitators (AAA) for Title I. As an AAA Facilitator, Mr. Cox provided instructional support to critically low performing

schools, technical and curricular training to teachers, paraprofessionals and administrators at various school sites throughout the district. While working in Federal Programs and Grants Administration, Mr. Cox developed and implemented several programs such as the Mathematics Extravaganza's Geometric Flag Competition and the Title I Chess Helping to Enhance Student Success (CHESS) program. The Title I CHESS program is currently a district-wide program which promotes critical thinking, study skills, sportsmanship and improves concentration. Mr. Cox organized recruitment, materials and training for all chess staff members throughout the district. The culminating event for the Title I CHESS Program was the Mathematics Extravaganza where over five hundred students participated in a district-wide chess tournament. Additionally, he designed the Federal Programs and Grants Administration, Title I web page. While working in the Title I office, Mr. Cox successfully applied to the Leadership Development Institute for Teachers (LDIT). Mr. Cox monitored the FCAT scores of students participating in the CHESS program as a culminating project for LDIT.

Mr. Cox has worked as Assistant Principal at North Miami Middle School for the past six years. His current responsibilities include monitoring the Enrichments, Social Studies and Exceptional Student Education departments. Mr. Cox's other assignments include but are not limited to the Technology program, Title I program, Free and Reduced Lunch programs, Property Control inventory, Capital Improvement Projects and Disaster preparations. Mr. Cox served as the editor of the Middle School Connection, a quarterly publication of best practices compiled and distributed to middle schools throughout the district. Mr. Cox has recently participated in the Instructional Leadership Academy at Barry University and the Florida Leadership Academy in Tampa, Florida.

In 1986, Mr. Cox received his Bachelor's of Science Degree in Biology Pre-Dentistry from Dillard University and his Master's Degree in Computer Science Education from Nova Southeastern University. He is also certified in Educational Leadership from Nova Southeastern University. During this tenure as Assistant Principal, Mr. Cox has received six scores of "Competent" on his annual evaluations.

4. Dr. Stephen Benigno(282964)

Dr. Benigno began his academic career at Pittsburg State University in Pittsburg, Kansas. He attended Pittsburg State on a football scholarship and majored in Physical Education with a minor in History. Dr. Benigno's initial teaching position was at Rolla High School in Rolla Missouri. There he taught history and coached football and baseball. After a one year stint at Rolla High School, he accepted a teaching and coaching position at Bishop Kelley High School in Tulsa, Oklahoma. After four years and a very successful tenure as the Head Baseball Coach he moved back to California and began teaching in the Alternative Education Program in the Stockton Unified School District in Stockton, California. There, he earned his Masters Degree in Educational Administration and Leadership at University of the Pacific.

Dr. Benigno continued to teach in the Stockton Unified School District at the high school and middle school levels, teaching physical education, social studies, history, anthropology and career education. He also held positions as an athletic director, a coach, an activities director and as a program specialist.

In 1990, Dr. Benigno received his Ph.D. from the University of Southern Mississippi in the field of Educational Administration. His dissertation was published and presented at the National Criminal Justice Convention in Denver, Colorado. Following a 14 year career in the Stockton Unified School District, Dr. Benigno took an administrative position in Las Vegas, Nevada. There he worked as a Program Specialist in a private school for students with severe Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Tourets Syndrome, Obsessive Compulsive Disorder and Emotional Disorders.

Following the experience in Las Vegas, Dr. Benigno spent the next 10 years as an Assistant Principal in California, Georgia and Florida at the high school, middle school and elementary school levels. Dr. Benigno is a member of the Association of School

Administrators and a Senior Associate of the California Leadership Academy. He also taught graduate courses in Early Childhood Education and Learning Theory.

• Teacher Mentoring:

Over the years, North Miami Middle School has provided a teacher mentoring program for beginning and new teachers. Beginning teachers first participate in the district sponsored Beginning Teacher Orientation. Throughout the teacher's first year, teachers receive newsletters on survival and help tips. North Miami Middle School is committed to helping each teacher become successful by providing beginning and new teachers with a buddy teacher in their discipline to form a Professional Growth Team. These teams meet once a week and the new teachers and their highly qualified in-field veteran teacher buddies will review curriculum, instructional methods, and behavior management issues. An administrator also meets with the beginning teachers each week to offer support and assistance with classroom management and procedures. In addition, using the PACES process, two highly qualified teachers are selected to assist all beginning teachers. The Reading Coaches provide supplemental material and media to enhance student achievement and formally or informally present strategies and model instructional delivery for new teachers on a weekly basis. Quality professional development workshops are utilized to introduce beginning teachers to research-based instructional strategies.

• School Advisory Council:

The EESAC recommends the use and allocation of funds for various instructional endeavors including instructional materials and equipment, supplies and training activities. In addition, they recommend that faculty and staff receive training that will have a direct impact on student achievement. This includes CRISS training, training in Reciprocal Teaching, Classworks training, Inclusion training, and training on FCAT strategies. They continue to support the need for instructional materials including the use of technology, equipment, recognition programs, and the Accelerated Reader program. Recognizing the advantages of technology, the EESAC also suggests and supports the use of the intranet e-mail system designed to enhance school-wide communication. A technology mentor is available to assist teachers with the use of instructional technology, to conduct workshops, and to provide staff development training. The committee supports the school's mandatory uniform policy. The EESAC will continue to support the discipline procedures, regularly scheduled fire and emergency drills, incident report notification, telephone tree numbers list, and zero tolerance for disruption of the educational environment. To ensure that students attend class daily, the EESAC recommends that students' attendance is monitored daily and the use of the L & R Communications System, as a vehicle to contact parents on a daily basis. The committee supports the use of daily student planners to assist in student overall achievement, organizational skills, and to provide additional communication to parents and teachers. The Student Services staff, in conjunction with the Trust Counselor and Career Specialist, will provide a variety of programs that promote student achievement and counseling services (Honor Roll Breakfast, Student of the Month, Adopt-A-Tiger, Peer Mediation, Anger Management, The Drug Free Youth In Town Program, Drug Education, Family Counseling, Mentor Program, Child Study Teams, and Parent Conferences). The EESAC recommends that the school-wide instructional plan be utilized to assist all students in making developmental gains in reading, mathematics, writing, and science. The committee further recommends that attention be given to those students who did not perform to state standards by using tutorial programs that use benchmarks quarterly. The EESAC participated in the development of this School Improvement Plan and reviewed this document on October 3, 2005.

• Extended Learning Opportunities

Students identified on the Florida Comprehensive Assessment Test as performing on Levels 1 and 2 will participate in an after-school tutorial program focusing on math and reading. This program will provide intensive reading and math instruction utilizing direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. North Miami Middle School also offers a free after-school program provided by South Florida After Schools All-Stars. Students will receive training in Mathematics and Reading through the use of technology as a tool for instruction. PLATO Course Recovery

classes will be taught as Early Bird and after school classes using individualized computer instruction. This course will allow 7th and 8th grade students who did not pass Language Arts or Mathematics to make up 6th and 7th grade courses respectively, and secure promotion to the next grade level. Additionally, students will have the opportunity to participate in before and after school tutoring through Supplemental Education Service in the areas of Reading and Mathematics. Selected students will also have the opportunity to receive training in technology and reading after school in the GTECH After school Advantage Computer Lab. Others will receive tutoring using Soar to Success either before or during the school day. All students will be exposed to CRISS strategies. Additionally, many students will receive supplemental reading instruction during the school day using research-based programs including Reading Plus, Read 180, and Making Words. Data will be collected from school created bi-weekly and district provided quarterly assessments as an evaluation tool to measure progress and guide instruction and monitor progress of selected students. As a STELLAR school, North Miami Middle School is fortunate to have the support of a STELLAR School Teacher Support Team consisting of a psychologist and a professional development coordinator, as well as a school based staff including the Assistant Principal for Curriculum and the Reading Leaders. LEP students have Home Language Assistant Program tutors available to provide supplement assistance in content area courses where their language acquisition skills are obstacles in their learning.

• **School Wide Improvement Model**

North Miami Middle School will implement the Eight Step Continuous Improvement Model (CIM) to plan for student instruction, remediation, and enrichment using data driven instruction as a tool. The Tiger Enrichment and Remediation Program (TERP) is a program created at North Miami Middle School to motivate students to master the objectives and meet the benchmarks presented in their classes. Students will be administered pre- and post-tests in Language Arts, Mathematics, Social Studies, and Science, as well as bi-weekly benchmarking exams and quarterly assessments in Language Arts, Reading, Science, and Social Studies. Data analysis and long range planning will drive instruction. Students needing the greatest support will receive remediation through a variety of tutorial programs and instruction in small groups where paraprofessionals will implement research-based programs to enhance student achievement. Professional development will be provided to teachers and staff members in alternative delivery models by the Assistant Principal for Curriculum, the Reading Coaches, the Math Leader, and other key school, region, and district based curriculum support specialists. Tech Mentors are assigned to each department to provide teachers with technological support and assistance. These individuals are school site personnel participating in a school based technology mentor program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

North Miami Middle School will provide the tools necessary for all students to comprehend the written word and realize the importance of reading in improving the quality of life.

Needs Assessment

An analysis of the 2006 FCAT Reading Assessment revealed that progress was made in regards to reading proficiency; however, a vast majority of students are deficient in reading. Overall, 76 percent of students in grades six through eight in the lowest 25 percent showed adequate progress in Reading. Students in grades six and seven showed the greatest gains, with an increase of 11 percentage points scoring level three or above when compared to the 2005 results. The data further indicated that 63 percent of students in grades six through eight are not meeting high standards in Reading. This indicates a need to provide all students differentiated instruction across content areas and to improve the daily instructional program for all students. Results also indicate that our students perform well on questions pertaining to Words/Phrases; and students in grades 6 and 7 perform well on Main Idea. In contrast, our students scored poorly when answering questions pertaining to Comparisons and Reference/Research. Based on these results, North Miami Middle School must develop a plan to greatly modify and improve our reading instructional program.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent scoring at level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase percentage of students with disabilities who are included in general education through the Inclusion Program.	Reading Coaches, Reading Department Chairperson, ESE Department Chairperson, Reading Teachers, ESOL Teachers, ESE Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide a daily pull-out tutorial program focusing on phonemic and phonological awareness for 6th grade students using bi-weekly exams as an evaluation tool to measure progress.	Assistant Principal for Curriculum, Reading Coaches Paraprofessionals	8/28/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide daily small group instruction to LEP students through the Home Language Assistance Program.	Reading Coaches, Reading Department Chairperson, Reading Teachers, LEP Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide daily remediation on specific Sunshine State Standards to students during Tiger Enrichment Remediation Program,	Assistant Principal for Curriculum, Reading Coaches, Reading Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

based on the results of bi-weekly assessments.					
Identify bubble students in grades 6 through 8 who scored at FCAT achievement Level 3 and above and enroll them in a Critical Thinking class.	Assistant Principal for Curriculum, Reading Coaches, Reading Department Chairperson	8/8/2005	5/30/2007	Continuous Improvement Model	\$0.00
Expose advanced and gifted students to above grade-level reading material (e.g. classic novels, high school and college-level poetry, published essays) so as to increase levels of reading comprehension and to increase students' interests in more sophisticated texts.	Gifted Language Arts teacher, Advanced Language Arts teachers, Reading Coach, Media Specialist, Reading Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Intensive Reading classes with differentiated instruction using centers focusing on specific students' needs and incorporating the components of the CRRP.	Reading Coaches, Reading Department Chairperson, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- Bridges to Literature
- Holt Rinehart Language Arts Series
- READ 180 by Scholastic
- Reading Plus

Professional Development

Ongoing school-wide professional development will be provided to all teachers in:

- CRISS Training
- Edusoft
- Best Practices
- Reciprocal Teaching
- Q-Cards
- Constructing teacher like questions

Evaluation

- Scores of the 2007 FCAT Reading Assessment
- In-house bi-weekly assessments
- Quarterly assessments
- Read 180 reports
- Reading Plus reports

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

North Miami Middle School will enhance the development of Mathematics literacy and impact student achievement for the promotion of lifelong learning to meet challenges of the 21st century.

Needs Assessment

Results of the 2006 FCAT indicate that progress was made in regard to math proficiency; however, students in all sub-groups are deficient in mathematics compared to the District or the State. Level 1 students in sixth, seventh, and eighth grade at North Miami Middle School, decreased by 16 percent compared to the previous year. At the sixth grade level, a 3 percent increase was made in the number of students reaching Level 3. However, a 3 percent decrease was recorded for Level 4 and 5. Students in 7th grade showed gains up to 4 percent in Levels 3 through 5; Level 2 maintained their score. Although students in 8th grade demonstrated an increase in Levels 2 and 3, Levels 4 and Level 5 showed a decrease of 1 percent respectively. Students in 6th grade show that they perform better in Number Sense and Geometry, even though they still perform lower than the District. Students in 7th grade performed at the same level as compared to the State and the District in Number Sense. They are also scored at the same level with the District in Geometry. They showed an increase of 13 percent in Number Sense, compared to last year's result. Students in 8th grade are performing lower than the District throughout all strands. A decrease of 9 percent was recorded compared to the 2005-2006 FCAT result; all other strands remained the same.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African- American students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at level 3 or higher on the 2007 administration on the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students in grade 8 who scored on FCAT Level 1 and 2 and enroll them in a mandatory Intensive Mathematics class taught by a certified teacher.	Assistant Principal for Curriculum, Math Leader, Math Department Chairperson, Teachers.	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Implement the use of Personal Digital Assistants in a self-contained class, to incorporate data-driven instruction that assists in monitoring progress and identifying target areas for strengthening before the FCAT Assessment.	Assistant Principal for Curriculum, Math Leader, Math Department Chairperson, PDA Teacher.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase comprehension and understanding through peer tutoring and reciprocal teaching in classrooms.	Math Leader, Math Department Chairperson, Math Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a daily math tutorial program before and after school: Plato Recovery class utilizing a computer-based instruction to	Math Leader, Math Department Chairperson, Math Teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

promote interactive student engagement.					
Incorporate critical writing skills into the mathematics program in order to address higher-order thinking skills required for short and extended response items.	Math Leader, Math Department Chairperson, All Math Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide LEP students with daily assistance through the use of the Home Language Assistance Program.	Home Language Assistance Program, Tutors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school-wide district scope and sequence aligned with the Sunshine State Standards, which will include bi-weekly assessments to incorporate data-driven instruction that assists in monitoring progress and identifying target areas for strengthening before the FCAT Assessment.	Math Leader, Math Department Chairperson, All Math Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify students in grade 6 and 7, who scored on FCAT Levels 1 and 2 and enroll them in a mandatory Algebraic Thinking Foundation and Part I class.	Assistant Principal for Curriculum, Math Leader, Math Department Chairperson, Teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote remediation of all Strands and specified Benchmarks to students during TERP Time using bi-weekly exams as an evaluation tool to measure progress.	Math Leader, Math Department Chairperson, All Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- Glencoe Mathematics Series Textbooks
- Prentice Hall series Textbooks
- Algebraic Thinking textbooks and workbooks

Professional Development

Staff will participate in Professional Development training to enhance instructional methodology through:

- CRISS training
- In-house and district workshops in the areas of technology and core subjects
- Differentiated instruction
- The use of alternative strategies and manipulatives
- Instruction in the identification of students typically underrepresented in advanced academic courses in order to increase enrollment in advanced academic courses.
- Modeling of lessons by the Math Leader and Curriculum Support Personnel

Technology training will include:

- Riverdeep,
- SPI
- Snapshot
- Edusoft

Algebraic Thinking training will also be offered to specified Algebraic Thinking Teachers.

Evaluation

- Scores on the 2007 FCAT Mathematics Assessment
- School created bi-weekly assessments
- Pre-, progress test and a post tests

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

North Miami Middle School will expose students to the writing process, teaching them to incorporate focus, organization, support, and conventions into their writing, therefore increasing their abilities to communicate effectively through writing.

Needs Assessment

Results of the 2006 FCAT Writing Assessment indicate that 73 percent of our 8th grade students scored at 3.5 or higher. Our strength lies in our students having mastered the fundamentals of essay writing: focus, organization, thesis statement. However, too few students have mastered the higher writing skills that produce more sophisticated, articulate writing with a commanding tone. Our students write persuasive essays equally as well as they construct expository essays.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in the eighth grade will increase their writing performance as evidenced by students achieving 3.5 on the 2007 administration of the FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a tutorial pull-out program to assist 8th grade students writing below state mastery level (as evidenced by pre-writing samples).	Language Arts Dept. Chair, Writing Tutor	9/11/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the reading-writing connection to enhance students' thought processing and levels of discourse with all aspects of writing.	Language Arts teachers, Writing Coach, Writing Tutor, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Use anchor papers (4, 5, & 6 scores) as teaching tools, for modeling, and for color-coding for essential essay components.	Language Arts teachers, Writing Coach, Writing Tutor	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate hands-on writing activities (such as pattern puzzles, color-coding, and sentence-building puzzles) in the SPED and ESOL programs to strengthen concepts of writing.	SPED Language Arts teachers, ESOL Language Arts teachers, all other Language Arts teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer bi-weekly tests measuring student progress in essay writing and grammar.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Model proven writing instruction by the school's Writing Coach in 8th grade Language Arts classes.	Language Arts teachers, Writing Coach, Language Arts Dept. Chair	8/14/2006	05/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Reading-Writing Connection

Professional Development

Teachers will receive training in:

- visual thinking strategies
- hands-on activity training
- collaborative scoring training (in conjunction with the state writing rubric)
- in district-provided writing workshops.

Evaluation

This objective will be evaluated by:

- Scores of the 2007 FCAT Writing assessment
- Monthly assessments to measure growth in expository and persuasive writing
- Quarterly assessments to measure growth in expository and persuasive writing

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

North Miami Middle School students will sharpen their science skills and improve upon their hypothetical, theoretical, and critical thinking reasoning proficiency as based on Florida's Standard Curricula.

Needs Assessment

Results of the 2006 FCAT Science Assessment indicated that eighth grade students tested achieved a mean scale score of 237 points which represents a decrease of 11 points when compared to the results of 2005 FCAT Science Assessment. The mean score showed the students performed below the District average. In addition, eighth grade students tested demonstrated strength in the area of Earth and Space and weaknesses in the areas of Physical and Chemical and Scientific Thinking with a mastery level being 3 or higher.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 35 percent achieving 3 or higher on the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the 30- station mobile computer lab for science research, projects and lab activities.	Science Teachers	8/14/2007	5/30/2007	District Strategic Plan	\$0.00
Conduct weekly laboratory hands-on activities using inquiry-based thinking/writing skills for all science classes.	Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide all students with information about science careers and the science skills necessary for success in science as a career.	Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Promote reading and writing in science by inclusion of CRISS Strategies in daily lesson plans.	Science Department Chairperson, Reading Coaches, Science Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Improve reading comprehension and critical thinking by infusing science passages in bi-weekly exams using a variety of FCAT style questions consistent with Sunshine State Standards.	Science Department Chairperson, Reading Coaches, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote remediation support for each strand during TERP Time using bi-weekly exams as the evaluation and measurement tool.	Science Department Chairperson, Reading Coaches, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the use of Personal Digital Assistants (PDA) in a self contained class, to incorporate data-driven instruction that assists in monitoring progress and identifying target areas for strengthening.	Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote reading and writing in science by implementing a variety of strategies such as CRISS, graphic organizers, questioning techniques, and Reciprocal Teaching in daily lesson plans to address the needs of the students in Level 1, Level 2, LEP students, and students with disabilities	Science Department Chairperson, Reading Coaches, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

(SWD).	
--------	--

Research-Based Programs

All students enrolled in Regular Science Classes will utilize stated adopted Glencoe Science Series. All students enrolled in Advanced Science Classes will utilize stated adopted Holt to enhance student achievement.

Professional Development

Teachers will participate in:

- On-going CRISS training,
- Reciprocal Teaching strategies,
- Content and Strategies in Middle Science,
- A 3- day HIV workshop
- Training regarding the identification of students typically underrepresented in advanced academics

Evaluation

Progress and mastery will be evaluated by:

- Scores on the 2007 FCAT Science Assessment
- Monthly assessments
- Quarterly assessments

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

GOAL 5 STATEMENT:

North Miami Middle School will assist, train, and provide support as parents are encouraged to become more involved with their children's education at home and at school.

Needs Assessment

Based on parent sign-in logs for the 2005–2006 school year, there is a need for additional parent involvement to address student achievement in all subgroups. In the 2005-2006 school year, 1470 parents attended at least one school activity. The school's Community Involvement Specialist has assisted with parent notification letters, connected, announcements, and home visits, but additional modes of communication and advertisement for school based activities are needed.

Measurable Objective

Given school-wide emphasis on parental involvement in the education of our students, there will be a 3 percent increase in participation in school-wide activities from 105 percent of the parents attending at least one school activity in the 2005-2006 school year to 108 percent in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase parental involvement through home visits, connect-ed, telephone communications, scheduled school visits, and parent conferences.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide technological assistance to parents through the use of the Parent Resource Center located on the school premises where parents can use the computers in order to assist students with class projects and educational research.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize various modes of media to increase parental involvement, (i.e. local newspapers, cable network, local Haitian radio stations).	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Improve the quality of communication skills by providing written correspondence in English and the home language of the student.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide ongoing communication in the students' home language to increase parental awareness regarding advanced academic opportunities in reading, mathematics, and science in order to increase enrollment in advanced academic courses.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Increase the number of parent volunteers at the school site within the school day to support the school's vision and mission.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide assistance to families by completing an educational compact in order to inform stakeholders of their responsibilities at Open House and other parent meetings.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement Program.

Professional Development

- Parent night workshops on methods of effectively utilizing the Parent Resource Center
- Parent night workshops in technology
- Parent night workshops focusing on curriculum and methods for parents to assist their children at home

Evaluation

Attendance rosters from all related activities and/or PTSA logs

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Students at North Miami Middle School are entitled to a safe and secure environment. The students at North Miami Middle School should be allowed to attend classes and participate in all activities related to classroom and school-wide instruction.

Needs Assessment

During the 2005-2006 school year over 1200 suspensions were issued to students at North Miami Middle School. The 1200 suspensions translate to over 3600 days of missed classroom instruction

Measurable Objective

Given the Code of Student Conduct, the number of suspensions issued to students at North Miami Middle School during the 2006-2007 school year will show a 25 percent decrease as compared to the numbers of suspensions issued during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with training in conflict resolution strategies.	Assistant Principal for Discipline, Grade Level Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct peer counseling sessions by trained students in conflict resolution to facilitate communication between conflicting parties.	Assistant Principal for Discipline, Grade Level Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Offer parents of students who are deemed "at risk" with strategies to help their children succeed and avoid conflicts.	Assistant Principal for Discipline, Grade Level Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Establish a student study team that will convene on a regular basis to discuss academic and social strategies that will facilitate and encourage selected students deemed "at risk".	Assistant Principal for Discipline, Grade Level Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Select students based on teacher referrals, counselor referrals, parent requests, and student case management history to participate in group activities aimed at developing a sense of responsibility, value and a sense of friendship and community.	Assistant Principal for Discipline, Grade Level Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a mentoring program for students that are deemed "at risk" based on teacher referrals, counselor referrals, parent requests, and student case management history and pair with a mentor who can facilitate and support the students during the school year.	Assistant Principal for Discipline, Grade Level Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided to all teachers in the areas of classroom management, conflict management, and character education. Additional support sessions using situational examples will be offered on an ongoing basis.

Evaluation

End of the year Student Case Management Report through COGNOS

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

North Miami Middle School will make technology available to all stakeholders according to the 2006 STAR School Profile and prepare students with the necessary technology skills to compete in higher education, and to ensure they master technology literacy required for participation in a 21st century global workforce.

Needs Assessment

Results of the 2006 STAR School Profile indicate that technology support, instructional technology support, professional development for staff, student access to technology, and community outreach were advanced; funding teacher access to technology, school administrator use of technology, student use of technology, and 21st century learning tools for students were rated on an intermediate level. Areas of concern marked for improvement are technology planning, teacher use of technology, 21st century classrooms for learning, student technology standards, and teacher technology standards were entry or below.

Measurable Objective

Given instruction based on computer literacy standards, North Miami Middle School will increase teacher usage of technology by 25 percent as evidenced by school developed logs of teacher usage.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue with the school-wide implementation of Excelsior Gradebook, an online district application to record student grades and attendance, and pull up grades and data in a variety of different formats to communicate with parents, counselors, and students, to enhance student achievement and further student goals.	Gradebook Manager, Technology Chairperson, Technology Mentors, Assistant Principal for Technology	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue with the implementation of the school-site webpage to provide technology-based learning applications, tutorials, and resources to parents, teachers, and students.	Technology Chairperson, Technology Mentors, Assistant Principal for Technology	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement staff professional development in technology focusing on educational software applications (SPI, Edusoft, Snapshot, Excelsior) that use data to analyze and drive instructional strategies to promote student achievement.	Assistant Principal for Staff Development and Curriculum, Assistant Principal for Technology, Technology Chair, and Technology Mentors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide educational technology workshops for parents, students, and community through hands-on instruction using the mobile computer lab to promote technology literacy, and introduce online resources that foster an educational learning community.	Technology Chairperson, Technology Mentors, Assistant Principal for Technology.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the use of a variety of technology in math and science classrooms using tablet PCs, PowerPoint presentations and LCD projectors, Smart-Boards, and handheld computers.	Assistant Principal for Technology, Assistant Principal for Curriculum, Technology Mentors, Math and Science Department Chairperson, Math and Science Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase use of educational technology in the curriculum through Read 180, Reading Plus, Destination Success, Easy Tech, Atomic Learning, FCAT Explorer, GIZMO, and Plato Course Recovery classes.	Assistant Principal for Curriculum, Assistant Principal for Technology, Technology Chairperson, Technology Mentors, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement online professional development	Technology Mentors,	10/2/2006	5/30/2007	Continuous	\$0.00

surveys through Survey Gold to determine the technology needs of staff, and implement workshops and resources to promote technology literacy.	Technology Chair, Assistant Principal for Technology, Assistant Principal for Staff Development and Curriculum Staff Development and Curriculum			Improvement Model	
Promote computer literacy through continuous professional staff development workshops, online flash tutorials, and school website discussion boards provided by a team of tech mentors.	Technology Chairperson, Technology Mentors, Assistant Principal for Technology	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Staff will participate in Professional Development training to enhance development of educational computing and technology foundations for teachers, parents, and students. Technology training will be provided in the areas of Internet use (research, online computer applications such as FCAT Explorer, Easy Tech, Atomic Learning, Free Google, and the district AUP; data input, retrieval, and analysis, (Snapshot, Edusoft, and SPI); Multimedia through the use of videos, graphics, audio, and video capture programs such as Camtasia; resources for parents, teachers, and students (school site and district websites, Destiny, and Destination Success).

Evaluation

School Developed Logs of Teacher Usage

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 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 checked="" type="checkbox"/>

GOAL 8 STATEMENT:

North Miami Middle School's students will develop overall competence in physical fitness, body-management skills, nutrition and cardiovascular endurance.

Needs Assessment

Results of the FITNESSGRAM Test indicated that students in grades six through eight enrolled in Physical Education classes need to improve their physical fitness levels.

Measurable Objective

Given instruction based on the results of the FITNESSGRAM Test, students in grades six through eight enrolled in Physical Education classes will improve their physical fitness levels by an increase of three percent in the number of award winners from 43 percent to 46 percent as evidenced by the 2006–2007 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the amount of time students are involved in daily cardiovascular activities.	Administration, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with weekly physical fitness goals.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a Pre and Post test utilizing the FITNESSGRAM Test to assess student achievement and programmatic success.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase swimming proficiency with a pull out program using the North Miami community swimming pool.	Physical Education Teachers, Learn to swim teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the “fit-tech” room to improve muscular strength and endurance and cardiovascular endurance.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the 2006 -2007 results of the FITNESSGRAM Test along with informal assessments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

North Miami Middle School students will gain the skills necessary to compete in a global economy focusing on effective communication skills.

Needs Assessment

Communication influences virtually every aspect of our lives. The ability to communicate effectively can increase the chances for success in today's competitive world.

Measurable Objective

Given instruction in Speech & Debate, students will focus on a their ability to write, speak, and listen in a professional broadcast setting. Fifty percent of the participants involved in Speech & Debate class will increase their FCAT Reading scores by 1 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan and participate in writing and debate competition to display student skills and achievements.	Speech & Debate Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Encourage parental involvement through exhibitions and performances exposing parents to a positive school environment.	Speech & Debate Teachers, Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide Partners in Education (P.I.E.) quarterly opportunities for participation in the development of curriculum.	Speech & Debate Teachers, Administration	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the 2006-2007 results of the FCAT Reading and Writing Assessments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

North Miami Middle will rank at or above the 70th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2005, North Miami Middle School ranked at the 54th percentile on the State of Florida ROI Index. The ROI Index also indicated that North Miami Middle School is ranked in the upper third of all middle schools in the state in return on investment. The school was ranked in the middle third of all middle schools in the state on percent of students making learning gains. The school is also ranked in the middle third of all middle schools in the state on the money spent per student.

Measurable Objective

North Miami Middle School will improve its ranking on the State of Florida ROI Index publication from the 54th percentile in 2005 to the 70th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration, Leadership Team and Community Partners	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administration and Community Partners	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration, Community Partners and Agencies	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Invite community partners and stakeholders to underwrite and participate in school based programs and events	Administration, Leadership Team, Parents and Community Partners	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

All teachers will receive training in the following instructional strategies to understand the ROI process:

- Museum of Contemporary Arts (MOCA) will host annual teacher-training in the conceptual understanding and practice of objective learning and the inquiry method in the classroom through the Smithsonian Institute.
- Mentors will be made available through MOCA to support teachers throughout the school year with the integration of museum based learning in the classroom.
- Historical Museum South Florida (HMSF) will provide quarterly professional development activities for each instructor in the core magnet program, and provide coaching to the instructors prior, during, and after any extended museum learning expedition.
- The coaching process will consist of classroom modeling, lesson implementation and opportunities for classroom activities after the extended learning expedition. Additionally, HMSF will provide all school site teachers with opportunities to participate in professional development activities hosted at the Historical Museum of Southern Florida throughout the school year.
- Project based learning will be provided to instructors in the Communications Academies through participation in a Buck Institute for Education (BIE) workshop. Because staff is technology literate, in-house workshops may be provided through school technology mentors and arranged through district trainings.
- Selected instructors will be trained through the International Baccalaureate Program training 2007-2008.

Evaluation

On the next State of Florida ROI index publication, North Miami Middle School will show progress toward reaching the 59th 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 recommends funds be allocated for various instructional endeavors including instructional materials and equipment, supplies and training activities.

Training:

The EESAC recommends that faculty and staff receive professional development training that will have a direct impact on student achievement. It further recommends continued training in Reciprocal teaching, Project CRISS, FCAT Strategies, Reading Plus and READ 180. The EESAC also recommends that teachers receive the proper training with the district provided Electronic Gradebook.

Instructional Materials:

The EESAC recommends the continued support of updated programs that include Accelerated Reader Program, technology, equipment, school-wide initiative, recognition programs, and supplemental textbooks. The EESAC has identified and purchased instructional materials which are designed to assist in improving student achievement in specific areas as presented in the school's instructional plan.

Technology:

The EESAC recommends and supports the use of the intranet-e-mail system designed to enhance school-wide communication. The EESAC also recommends that additional training is provided to teachers to properly facilitate the use of the Electronic Gradebook.

Staffing:

The EESAC recommends reduction in class size in all subjects to support student achievement. The EESAC further recommends and supports an on site new and beginning teacher program that is supervised and facilitated by an administrator to retain highly qualified teachers.

Student Support Services:

The EESAC recommends that attendance procedures to ensure students' attendance be monitored daily. The Student Services staff, in conjunction with the Trust Counselor and Career Specialist, will provide a variety of programs that foster student achievement and counseling services [i.e. Honor Roll Breakfast, Student of the Month, Take Stock in Children Program, Peer Mediation, Anger Management, The Drug Free Youth In Town Program, Drug Education (prevention, intervention, and post intervention), Family Counseling, Mentor Program, Child Study Teams, and Parent Conferences].

Other Matters of Resource Allocation:

The EESAC recommends the continued support and participation of all stakeholders in order to ensure the needs of the school and community are met as identified in the School Improvement Plan.

Benchmarking:

The EESAC recommends that the school-wide instructional plan be utilized to assist all students in making developmental gains in reading, mathematics, writing, and science. It further recommends that attention be given to those students who did not perform to state standards by using tutorial programs that benchmark quarterly.

School Safety & Discipline:

The EESAC recommends and supports the use of mandatory uniforms, student ID Badges and the continued use of the school's five-step discipline plan. The EESAC will continue to support discipline procedures, regular fire and emergency drills, incident report notification, telephone tree numbers list, zero tolerance for disruption of the educational environment, and alternative educational placement.

Budget Summary

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

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