
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3701 - Norland Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Karen Powers

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Norland Elementary School

Norland Elementary School supports traditional values and customizes our teaching and learning to meet the needs of the individual student. The school is comprised of a Title I funded Prekindergarten program through fifth grade, with a large proportion of students having roots in the Caribbean Islands. Our school is surrounded by a predominantly residential community with a socioeconomic status that ranges from lower middle class to economically disadvantaged. With such a diverse student body, Norland Elementary recognizes the need for consistent, focused instruction and as a member of the School Improvement Zone, strives to deliver this instruction as it is the foundation that fosters learning. In order to advance high achievement while eliminating low performance, Norland Elementary School institutes an instructional program with a strong focus on literacy from kindergarten through fifth grade. Two full-time reading coaches provide support to teachers by modeling and demonstrating lessons and peer coaching. We have instituted an extended day program for students who need additional reading instruction. Students in grades K-5 who have shown a need for additional reading instruction, meet four times a week for an hour to work on fluency and comprehension skills. Common instructional reading materials with demonstrated success are employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum is delivered through instruction that is data driven. A strong emphasis is placed on continuous assessment. We monitor student achievement through a variety of assessments including weekly, monthly and quarterly assessments which yield student performance data to be analyzed and used to focus instruction accordingly.

We are fortunate to have support from the School Improvement Zone, which provides additional resources such as a curriculum support specialist for mathematics, science and reading a full-time social worker that focuses on at-risk students and professional development for all faculty and staff. Additionally, through a Comprehensive School Reform grant, we work with Co-nect, an organization that supports reform initiatives within the school. The focus of reform, distributed educational leadership, instructional quality and data analysis, planning and review provide the school with additional support.

After analyzing and evaluating pertinent data, Norland Elementary, in conjunction with the Educational Excellence School Advisory Council has identified the following objectives as priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills by five percentage points as evidenced by 67 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills by five percentage points as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3, on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 85 percent of students scoring at level 4.0 or higher on the 2006 FCAT Writing Plus Test, as compared to 84 percent scoring at 3.5 or above on the 2005 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their mean scale score to meet or exceed the District's mean scale score in science as evidenced by the results on the 2006

FCAT Science Test as compared to the results on the 2005 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the parent involvement attendance rosters and the Annual Survey of Title I Parental Involvement for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of instructional technology, all teachers will attend a minimum of five workshops on the use of technology during the 2005-2006 school year as documented by attendance rosters.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by a three percent increase in the number of students earning the gold and silver awards in 2005-2006 as compared to 2004-2005.

Given the emphasis on the benefits of participating in enrichment activities, the number of students in grades 2-5 who will participate in extra-curricular activities during the 2005-2006 school year will increase by 20 students as evidenced by 120 students enrolled in extended day enrichment activities.

Norland Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 20th percentile in 2003 to the 25th percentile on the next publication of the index.

After reviewing and analyzing data from the Organizational Performance Improvement Snapshot Survey(OPIS), we have delineated several areas in need of improvement. First, the two categories with the lowest average scores are Strategic Planning and Process Management. According to the survey, the average score for the Strategic Planning section was 3.6. Data indicates that 21 staff members felt that their input was not solicited as it relates to plans for the future of the organization. Also, 54 staff members indicate that they do not know how the school's plan for the future will affect them. These two areas are important because it creates a sense of security in their current position and empowerment as it relates to their input for the future. These two areas will be addressed during monthly faculty meetings, grade level meetings and vertical team meetings. Additionally, memos will be sent to staff on a regular basis to keep them informed of future plans for the school and its various positions. The second area from the survey that needs to be addressed is Process Management. Thirty-two staff members feel that they have no control over work processes and can not get all the resources they need to complete their job. These two areas are critical for the school, because if staff perceives they are working while having no input as a stakeholder, morale will be affected. This area will be addressed through grade level meetings and individual teacher/administrator conversations. Additionally, staff that does not regularly participate in leadership positions may be asked for their input and contribution to the school, thereby making them feel part of a larger purpose.

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.

Norland Elementary School

VISION

Our vision is to develop the education and self-esteem of each child by providing an academically enriched environment. We will include parents and teachers working together so each child can evolve into a contributing citizen who will reach for the stars in tomorrow's technological and global society.

MISSION

Our mission is to provide an enriched academic environment which will develop students into life-long learners. The school will provide valuable learning experiences by meeting the needs of the whole child. We will provide students with the tools necessary to succeed through the use of direct instruction, hands-on learning, and a variety of academic experiences. Our students will develop the life skills necessary to become independent critical thinkers.

CORE VALUES

Our goal is to develop the education and self-esteem of each child to his/her fullest potential through a nurturing and supportive academic environment. We strive to serve the whole child in an enriched academic environment, which will develop life-long learners.

School Demographics

Norland Elementary School is located at 19340 N.W. 8 Court, Miami, Florida. The campus is shared with Miami Norland Senior High School and the Norland Triplex Full Service Center (NTFSC). There are five buildings and four relocatables on the land. We serve approximately 633 Prekindergarten through grade five students from the surrounding neighborhood; of which 79 percent are on free and reduced lunch. The ethnic/racial makeup of the student population is 91 percent Black, six percent Hispanic, one percent White, and two percent Asian/Indian Multicultural. Standard curriculum students comprise 84 percent of our student population, while ESE students comprise three percent and ESOL thirteen percent respectively. The average attendance rate for students is 95.34.

Due to the relatively low-income bracket of the area surrounding the school, Norland Elementary School is a Title I funded school. In order to offer resources that will enable our students to participate fully in the life of the community, all classrooms, including the relocatables, have Internet accessibility. Our Computer Lab has 35 computers, in addition to 150 computers in the classrooms, and a new school-wide network whose speed has been upgraded to one gigabyte. Additionally, we provide a variety of accommodations to meet the needs of our students. Our standard curriculum students benefit from the Houghton Mifflin Reading Program for two and a half hours per day. Our ESOL students are taught with ESOL strategies in the regular classroom and for those students who are still learning English, small group instruction is used. Norland Elementary implements an inclusion model for students with diagnosed exceptionalities. Special accommodations for these students include: preferential classroom seating, Books-on-Tape, small group learning/testing and customized curriculum. We continue to implement our co-teaching model in Pre-K for inclusion and provide those children with physical, occupational and speech therapy.

The school has one principal and one assistant principal. There are thirty-one certified classroom teachers, one media specialist, one elementary guidance counselor, one technology teacher, one social worker, six special area teachers, four full-time paraprofessionals, two ESE teachers, two reading coaches and a curriculum support specialist funded by the School Improvement Zone. The ethnic makeup of faculty and staff is as follows: 34 percent of the classroom teachers are White, 37 percent are Black, 20 percent are Hispanic, and two percent are Asian/American Indian. Of the instructional staff: 46 percent hold Bachelor's Degrees, 43 percent hold Masters Degrees, and 11 percent hold Specialists Degrees. They have an average of 14 years teaching in Florida.

School Foundation

Leadership:

After reviewing the Organizational Performance Improvement Snapshot Survey(OPIS), the leadership team analyzed the areas of concerns as it relates to our faculty, students and parents. The two areas that were rated the highest by the faculty and staff were the sharing of information and knowing the vision and mission of the school. The Leadership Team at Norland Elementary School believes that effective communication with the staff, parents and community is essential so that all stakeholders can participate in the decision-making process. This will be accomplished by sharing information through Educational Excellence School Advisory Council (EESAC) meetings, faculty meetings, quarterly parent newsletters, flyers, parent/teacher conferences, grade level meetings, our Community Involvement Specialists, a social worker and a Parent Resource Center. We are guided by our mission and vision which is highly visible in the main office, hallways and classrooms. However, when further reviewing the OPIS survey, an area of concern is that faculty and staff feel their input is not valued as it relates to the future of the school. This is critical because we believe in working as a team to accomplish our goal of providing effective instructional strategies to meet the needs of our diverse student population. Therefore, this area will be addressed by seeking faculty and staff input in areas of concerns through grade level meetings, faculty meetings and vertical team meetings.

District Strategic Planning Alignment:

After reviewing the OPIS survey, the data shows the area of Strategic Planning as having the lowest average of all categories. Data indicates that 21 staff members felt that their input was not solicited as it relates to plans for the future of the organization. Also 54 staff members indicate that they do not how the school's plan for the future will affect them. These two areas are critical for the school, because if staff perceives they are working while having no input as a stakeholder, morale will be affected. This area will be addressed through grade level meetings and individual teacher/administrator conversations. Additionally, staff that does not regularly participate in leadership positions may be asked for their input and contribution to the school, thereby making them feel part of a larger purpose.

Stakeholder Engagement:

Norland Elementary School strives to achieve a high level of satisfaction from its customers. Results of the OPIS survey indicate that our faculty and staff are well aware of who their most important customers are and keep in touch with their customers. The survey results indicate a need for improvement in empowering all stakeholders to solve problems.

Faculty & Staff:

At Norland Elementary School, we implement a team approach through common planning time for grade level teachers to share ideas, discuss student achievement and plan lessons together on a regular basis. Experienced teachers are paired with new teachers to mentor and provide support. The school's administrative team meets with grade groups on an ongoing basis. According to the Organizational Performance Improvement Snapshot Survey, some improvement is needed in the area of teamwork and collegial cooperation.

Data/Information/Knowledge Management:

Norland Elementary School uses data to improve instruction and student performance. The Leadership Team analyzes the previous year's test data and the results are presented to the staff to identify innovative teaching strategies and curriculum materials to improve instructional practices. Additionally, through an Instructional Leadership Academy Grant, the administration and staff at Norland has access to SnapShot, a tool to help develop instructional purpose and use student data in the improvement of student performance. Teachers also have access to Student Performance Indicators (SPI) to track student performance and utilize the Edusoft assessment system to analyze aggregated class scores and individual student scores broken down by standard. Administrators use assessment results to track students in intervention programs and analyze data by school, grade, teacher, ethnicity, or state/federal program. The assessment results provide immediate feedback allowing our staff to identify student weaknesses and modify instructional delivery. According to the OIPS survey in Measurement Analysis and Knowledge Management, faculty and staff are knowledgeable about how to measure and analyze the quality of their work.

Education Design:

The goals and objectives of Norland Elementary School focus on increasing academic achievement as well as providing programs and activities for our students, to promote positive social, emotional and physical growth. We have implemented the Comprehensive School Reform (CSR) Model by partnering with Co-nect to conduct a needs assessment and provide research-based tools to diagnose and improve the quality of instruction at Norland Elementary School. The Evidence of Quality Teaching (EQT) to identify components of highly effective instruction and Evidence of Quality Work (EQW) to evaluate student work is used to identify instructional quality. This information is used to target areas for teacher professional growth. We offer an array of programs to meet the needs of all of our students including the extended day program for intervention and enrichment, a before and after school tutorial program, computer-assisted instruction, small group instruction, flexible grouping and the Academic Excellence Program (AEP) to teach higher order thinking skills. Selected students also participate in the Citibank FamilyTech Program which provides computers and reading software for home use.

Performance Results:

Norland Elementary School promotes good citizenship and conflict resolution. Our school counselor provides counseling to small groups as well as to individual students. We have a mediation program to encourage students to solve their own problems. Strong parent communication and alternate methods of discipline have been implemented and as a result, there has been a decrease in student suspensions.

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:

Students at Norland Elementary School will continue to improve their reading skills until all students are reading at or above grade level.

Needs Assessment

The results from the 2005 FCAT Reading Test indicate that overall, 66 percent of the students tested made learning gains and 62 percent achieved high standards in reading. The scores reflect a ten percent increase in students achieving learning gains and a 13 percent increase in students achieving high standards. Disaggregation of the data across grade levels indicate that 54 percent of third grade students, 59 percent of the fourth grade students and 62 percent of fifth grade students scored at or above FCAT Achievement Level 3. As compared to the 2004 administration, third grade students' scores reflect an increase of ten percentage points. In grade four the scores reflect an increase of six percentage points, and grade five scores reflect an increase of 22 percentage points. Although all of our subgroups have exceeded the percent established by the FDOE, we will continue to work with these groups to maintain or exceed the standards set forth by the DOE. The percent of students in grades 3-5 who scored in the lowest 25 percent demonstrated acceptable levels of learning gains. The data shows that compared with 2004 scores, there was an increase of six percentage points. Although this data suggests that the school has decreased the number of students scoring at the lowest 25 percent, continued support is needed with this population and implementation of strategies that will continue to increase student achievement. In examining the data of the content clusters in reading, grade levels three through five show an average increase of six points earned in the words/phrases in context cluster. Grade three students showed an increase in the reference and research and comparisons content cluster, but decreased by two points in the main idea cluster. Grades four and five, however,

maintained or improved the average number of points earned in the areas of main idea, comparisons and reference and research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills by five percentage points as evidenced by 67 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an additional hour of intervention for Tier 3 students and a half hour of intervention for Tier 2 students using Voyager Passport.	Administrators Reading Coaches Classroom Teachers	8/1/2005	5/26/2006
Provide before school tutorial in reading/writing targeting the lowest 35 percent in grades three through five, utilizing Reading Plus and Kaplan Educational Materials.	Administrators Reading Coaches Classroom Teachers	8/1/2005	5/26/2006
Utilize SPI and SnapShot Web-based Tools to identify students levels for flexible grouping.	Administrators Classroom Teachers Reading Coaches	8/1/2005	5/26/2006
Utilize the Edusoft program to align bi-weekly assessments to the Sunshine State Standards and to disaggregate student data in order to guide instruction.	Administrators Reading Coaches Classroom Teachers	8/1/2005	5/26/2006
Administer the Gates-MacGinitie Reading Test during the 4th nine weeks to fifth grade students. Assessment will be used as a tool for sixth grade reading placement.	Administrators Reading Coaches Classroom Teachers	8/1/2005	5/26/2006
Develop and implement a focus calendar according to the District's Scope and Sequence, bi-weekly benchmark assessment and cumulative benchmark assessments to identify and monitor all students.	Administrators Classroom Teachers	8/1/2005	5/26/2006
Analyze the DIBELS quarterly assessment data to develop individual academic improvement plans for each student, identify the support team that will oversee the student's progress and communicate with parents on an ongoing basis.	Administrators Classroom Teacher/ Reading Coaches	8/1/2005	5/26/2006
Provide parents with training to inform and involve them in their child's reading curriculum, state mandated tests and grade level expectations.	Administrators Classroom Teachers/Reading Coaches	8/1/2005	5/26/2006
Conduct on-going Leadership Team meetings to review data and monitor trends in student achievement and the effectiveness of interventions.	Administrators Reading Coaches/ Classroom Teachers	8/1/2005	5/26/2006

Assessment data may also be used to define professional development opportunities for all teachers.			
Provide an uninterrupted daily 150-minute block of reading instruction for students in kindergarten through fifth grade.	Administrators Classroom Teachers	8/1/2005	5/26/2006
Utilize the extended day program to provide one additional hour of reading/language arts instruction using Early Success and Soar to Success to differentiate from the regular school day.	Administrators Reading Coaches/Classroom Teachers	8/1/2005	5/26/2006
Summarize the Comprehensive Core Reading Program (CCRP) and provide teachers with ongoing professional development utilizing the Reading First Continuum Coaching Model.	Administrators Reading Coaches	8/1/2005	5/26/2006
Assist school site staff during the preplanning days and throughout the school year to assist teachers in developing their understanding of the role of classroom libraries.	Administrators Reading Coaches/Classroom Teachers Media Specialist	8/1/2005	5/26/2006

Research-Based Programs

a. Core Reading Program

The core reading program, Houghton Mifflin Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two and a half hour block of time for literacy instruction.

b. Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CCRP collection, along with other leveled texts will be used to instruct these groups. There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). To support initial instruction using Houghton Mifflin CCRP, Norland Elementary will utilize the following favorably reviewed supplemental programs by the Florida Center for Reading Research (FCRR) that address the students' needs during differentiated instructional time:

*Early Success – an intervention program utilized during the extended day designed for first and second graders who are below grade level. The daily lessons are patterned after a 3-step model: rereading for fluency, reading a new book, and working with words and sentences.

*Soar to Success – an intervention program for grades three through eight students who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

*Elements of Reading: Vocabulary - an oral vocabulary instructional program designed for kindergarten through third grade. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.

c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.

*Voyager Passport – an intervention program for students in kindergarten through grade three who encounter reading difficulty and are performing below grade level. The goal of Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations.

*Reading Plus Program - The Reading Plus Program will provide targeted students with individualized reading instruction in the five critical elements of reading. The program will provide intensive instruction for essential skills that are needed for reading proficiency with emphasis on silent reading fluency. Students will engage in activities to develop: accuracy in visual tracking, word association, visual memory, and adequate silent reading rates to improve reading comprehension.

Professional Development

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom
- Co-planning and co-teaching lessons with a knowledgeable peer or a Zone Curriculum Support Specialist
- Planning with a study group that focuses on implementing new practices
- Analyzing student data
- Implementing the coaching model of support including planning, modeling, follow-up, feedback activities and inservices
- Analyzing student performance data to monitor student progress
- Planning in a cadre with other coaches

The principal and coaches will provide an in-service on the K-12 Comprehensive Research-Based Reading Plan (CRRP) during pre-planning days. New teachers will be provided with training on the CRRP during their orientation and induction program which takes place prior to the opening of schools. Additionally, information and training for teachers, principals, assistant principals, support personnel, student services personnel, and support team members will be provided through our Regional Center and school site opening of schools meetings.

Coaches will demonstrate lessons using scientifically-based materials for reading.

Attendance and participation at the Just Read, Florida! Coaches Conference, content trainings, access to the Just Read, Florida! website and the Florida Center for Reading Research website will provide Reading Coaches with the awareness and understanding of scientifically-based reading research materials. Reading Coaches will demonstrate lessons using the CRRP, Houghton Mifflin Reading and the interventions; Early Success, Soar to Success, and Voyager Passport.

Evaluation

The success of meeting the objectives will be measured by the scores on the 2006 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed bi-weekly and cumulative benchmark assessments.

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:

Students at Norland Elementary School will improve mathematics performance for all No Child Left Behind target groups.

Needs Assessment

The data attained from the 2005 FCAT Mathematics Test indicate that overall, 68 percent of the students tested made annual learning gains and 51 percent achieved high standards in mathematics. The scores reflect a three percent decrease in students making learning gains and a six percent increase in students meeting high standards in mathematics. Additionally, results indicate that 48 percent of students in grade three have scored at or above FCAT Achievement Level 3, an increase of 11 percentage points over scores of the 2004 administration. Data indicates that 46 percent of students in grade four have scored at or above FCAT Achievement Level 3, a decrease of 13 percentage points over scores of the 2004 administration. Forty-four percent of students in grade five have scored at or above FCAT Achievement Level 3, an increase of 12 percentage points over scores of the 2004 administration. The upward trend of scores in grades three and five reveal that focused and intense instruction in the five mathematics strands was responsible for the learning gains. The decrease in grade four scores may be attributed to the lack of focused mathematics instruction. All three subgroups at Norland Elementary: Black, Free and Reduced Lunch and Limited English Proficient (LEP), met adequate yearly progress in math. An analysis of the average number of points earned in each of the five strands reveals that for grade five students, there was gain in the number of points earned in the algebraic thinking strand. However, for measurement and geometry strands the number of points earned remained the same from the 2004 FCAT administration. Grade three students did not show gains in all of the strands except for measurement, which showed an average increase of 13 points. Grade four students earned

the same number of points in number sense, algebraic thinking, and data analysis. However, for measurement and geometry there was a 13 percentage points decrease. This data indicates that mathematics instruction must be aligned with the tested benchmarks and that staff may need to refocus their efforts on the strands in which the students did not show a positive gain.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills by five percentage points as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3, on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Focus on the strands of Number Sense, Measurement, Geometry, Algebraic Thinking, Data Analysis and Probability according to the Mathematics Long Range Plans.	Administrators Classroom Teachers/Curriculum Specialist	8/1/2005	5/26/2006
Utilize manipulatives to enhance understanding through hands on math.	Administrators Classroom Teachers	8/1/2005	5/26/2006
Provide parents with training to inform, involve and educate them on the Florida Comprehensive Assessment Test and the Scott Foresman Mathematics curriculum used at the school.	Administrators Curriculum Specialist	8/1/2005	5/26/2006
Implement the Coaching Model (planning with teachers, demonstrating strategies, practice, and feedback to support the core mathematics program.	Administrators Curriculum Specialist	8/1/2005	5/26/2006
Implement technology programs into their mathematics curriculum to reinforce learning: Riverdeep, FCAT Explore, and Scott Foresman Software.	Administrators Classroom Teachers	8/1/2005	5/26/2006
Develop and implement Mathematics Long Range Plans aligned with the Scott Foresman-Addison Wesley Mathematics Text and the District Scope and Sequence.	Administrators Curriculum Specialist	8/1/2005	5/26/2006
Utilize Extended Day to provide students with reinforcement of strands targeted during the regular school day using the Scott Foresman-Addison Wesley Mathematics Series and Riverdeep.	Administrators Classroom Teachers Curriculum Support Specialist	8/1/2005	5/26/2006
Implement a diagnostic Pre and Post test, bi-weekly benchmark assessments in mathematics which are aligned to the District Scope and Sequence along with the Edusoft data that will be utilized as a management system: score assessments, generate disaggregated data reports to redirect the classroom instruction, place students in	Administrators Curriculum Specialist and Administrators Classroom Teachers	8/1/2005	5/26/2006

a flexible tutorial program, and develop an instructional focus calendar. Additionally, data from these reports will be used to generate Academic Improvement Plans for targeted students.	
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Research-Based Programs

Scott Foresman-Addison Wesley Mathematics Series
Riverdeep

Professional Development

Using the District organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Teachers will receive training in CRISS Strategies through the District. In-services will be scheduled by the Division of Math and Science. Teachers will receive consistent support by the Curriculum Specialist, such as, demonstration of lessons, co-teaching, and one-on-one planning as well as grade level discussions and evaluation.

Evaluation

Success of meeting the objectives will be measured by the scores on the 2006 FCAT Mathematics Test. Formative bi-weekly benchmark assessments and monthly cumulative assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

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.)

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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:

Increase writing performance in all NCLB populations.

Needs Assessment

The results attained from the School Performance Accountability indicate that 84 percent of the students tested met the state standard of 3.5 or above in writing on the 2005 FCAT Writing Plus Test. The combined mean score of the tested population is 3.8. Although results showed that the writing scores remained the same, students require further development in the writing benchmarks. The data revealed that improvement is needed in expository writing. Though data indicates the strength is narrative writing, continuous instruction is required as we seek to raise student achievement levels.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 85 percent of students scoring at level 4.0 or higher on the 2006 FCAT Writing Plus Test, as compared to 84 percent scoring at 3.5 or above on the 2005 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct ongoing conversations among grade group members regarding progress on monthly assessments to drive instruction.	Administrators Reading Coaches Classroom Teachers	8/1/2005	5/26/2006
Implement Criterion Writing Program to enhance writing skills in fourth grade.	Administrators Reading Coaches Classroom Teachers	8/1/2005	5/26/2006
Implement Learning Express for students in grades three through five to enhance writing skills.	Administrators Reading Coaches Classroom Teachers	8/1/2005	5/26/2006
Provide coaching and mentoring with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators Reading Coaches/Classroom Teachers	8/1/2005	5/26/2006
Analyze data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Administrators Reading Coaches/Classroom Teachers	8/1/2005	5/26/2006
Incorporate writing across the curriculum and include strategies for each subgroup.	Administrators Classroom Teachers	8/1/2005	5/26/2006
Incorporate classroom journal writing to provide additional writing opportunities.	Administrators Classroom Teachers	8/1/2005	5/26/2006
Develop a schoolwide instructional calendar with a focus on writing Sunshine State Standards.	Administrators Reading Coaches	8/1/2005	5/26/2006
Plan, implement and monitor a writing schedule for K-5 teachers that includes daily instruction and monthly practice opportunities across the curriculum.	Administrators Reading Coaches/Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

*Effective Writing Component of the Comprehensive Researched Reading Program (CRRP) and Writing Component of the Houghton Mifflin Reading Program.

*Learning Express

*Criterion Writing Program

Professional Development

Professional development will be provided by the Reading Coaches to include five areas of professional growth for teachers at Norland Elementary:

- Examination and discussion of scientifically-based research in reading/language arts
- Delivery and scaffolding of instruction in the five major reading/language arts components
- Administration and analysis of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures
- Data analysis for planning instruction and effective use of time
- Methods for providing differentiated instruction in the classroom

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through ongoing administrative grade level meetings.

Reading Coaches will facilitate ongoing follow-up through:

- * Reviewing sample lesson plans and adapting them for the classroom
- * Co-planning and co-teaching lessons with a knowledgeable peer
- * Planning with a study group that focuses on implementing new practices
- * Analyzing student data with teacher
- * Implementing the coaching model of support including the observation, planning, modeling, follow-up, and conferencing
- * Analyzing student performance data to monitor student progress
- * Planning in a cadre with other coaches
- * Holistic scoring training
- * Reciprocal Teaching and FCAT Writing Plus strategies
- * Best Practices
- * Focus on the Continous Improvement Model

Evaluation

Success of meeting the objective will be measured by the scores on the 2006 FCAT Writing Plus Test. Pre-Post Tests and monthly assessments will be used to monitor students' progress.

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

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

GOAL 4 STATEMENT:

Students at Norland Elementary School will improve the science performance of all No Child Left Behind populations.

Needs Assessment

Data from the 2005 FCAT Science Test shows that 5th grade students scored a mean average score of 278 points, a 17 point increase over the 2004 administration. Although there was an increase in the mean scale score from the 2004 to the 2005 FCAT administration, we scored lower than the District mean scale score of 286. Students need to improve their science mean scale score to meet or exceed the FCAT Science score as evidenced by the 2006 administration of the FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their mean scale score to meet or exceed the District's mean scale score in science as evidenced by the results on the 2006 FCAT Science Test as compared to the results on the 2005 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage the participation in a schoolwide Science Fair/Mathematics Family Night that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home and in real life situations.	Administrators Classroom Teachers/Curriculum Specialist	8/1/2005	5/26/2006
Implement the District's Scope and Sequence Long Range Plans provided by the curriculum specialist.	Administrators Curriculum Specialist/Classroom Teachers	8/1/2005	5/26/2006
Implementation of hands-on science activities using the District Scope and Sequence.	Administrators Curriculum Specialist/Classroom Teachers	8/1/2005	5/26/2006
Implement the scientific method and create science centers to enhance understanding.	Administrators Classroom Teachers/Curriculum Specialist	8/1/2005	5/26/2006
Analyze data, score assessments, generate disaggregated data reports to redirect the classroom instruction, and place students in a flexible tutorial program.	Administrators Classroom Teachers/Curriculum Specialist	8/1/2005	5/26/2006
Conduct weekly science investigations that will ensure students' mastery of the scientific process.	Administrators Curriculum Support Specialist Classroom Teachers	8/1/2005	5/26/2006
Conduct weekly and interim assessments to ensure mastery of the Sunshine State Standards benchmarks in Science.	Administrators Curriculum Support Specialist Classroom Teachers	8/1/2005	5/26/2006

Research-Based Programs

Harcourt Science Series
Delta Science Modules

Professional Development

Using the District organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Teachers will receive training on CRISS strategies through the District. In-services will be scheduled by the Division of Math and Science. Teachers will receive consistent support by the Curriculum Specialist, such as, demonstration of lessons, co-teaching, and one-on-one planning as well as grade level discussions and evaluation.

Evaluation

Fourth and fifth grade teachers will administer bi-weekly and cumulative assessments. The success of meeting the objective will be measured by the scores on the 2006 administration of the FCAT Science Test.

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

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

GOAL 5 STATEMENT:

Increase communication and parental involvement at Norland Elementary School.

Needs Assessment

According to the 2004-2005 Parent Climate Survey, the majority of parents graded Norland Elementary a "B-" in the areas of school safety and appearance, teacher friendliness and how well their children were learning. The school needs to improve the manner in which parents are treated and extend a welcoming hand to those parents who are unaware or unfamiliar with school routines and procedures. Furthermore, according to the 2004-2005 Parent Involvement Rosters, thirty-five percent of parents attended school sponsored functions such as Report Card Pickup Night or FCAT workshops. The school will need to continue to garner the parents' support by implementing and offering training and informative meetings on a regular basis.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the parent involvement attendance rosters and the Annual Survey of Title I Parental Involvement for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and facilitate special "Family Night" activities such as Open House, Title I Parent Orientation, Mathematics/ Science Fair Night, Holiday Programs, and Awards Ceremonies to encourage additional opportunities for parental involvement.	Administrators, Community Involvement Specialist, Reading Coaches, Curriculum Support Specialist, Media Specialist	8/1/2005	5/26/2006
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Administrators, EESAC Chair, Community Involvement Specialist, Curriculum Support Specialist	8/1/2005	5/26/2006
Encourage and promote increased community involvement through collaboration with our Dade Partners and the School Volunteer Program.	Administrators, Community Involvement Specialists, Social Worker, Counselor	8/1/2005	5/26/2006
Provide and maintain a parent resource center with instructional materials for check-out and use at home and activities for parents at school. Additionally, parents will be encouraged to use the resources available through The Parent Academy to promote personal growth for parents.	Administrators, Community Involvement Specialist, Reading Coaches, Curriculum Support Specialists	8/1/2005	5/26/2006
Provide strategies for parents to use at home to support reading, mathematics, writing and science achievement through workshops, printed information at open house, and community school/parent outreach programs.	Administrators, Community Involvement Specialist, Reading Coaches, Curriculum Support Specialist, Media Specialist, Classroom Teachers	8/1/2005	5/26/2006
Develop and implement Academic Improvement Plans (AIP) for students not meeting grade level expectations and schedule conferences to work collaboratively with parents to improve student achievement.	Administrators, Classroom Teachers	8/1/2005	5/26/2006
Encourage parents' active participation in decision-making groups and activities such as the PTSA, EESAC, Title I PAC/DAC, IEP and AIP meetings.	Administrators, Community Involvement Specialists, EESAC Chair, Classroom Teachers	8/1/2005	5/26/2006
Maintain an open line of communication throughout the year between home and school through the use of letters, notices and a monthly	Administrators, Classroom Teachers, Social Worker, Norland Triplex Full Service Program Coordinator,	8/1/2005	5/26/2006

parent calendar to keep parents informed of activities that will occur in the school.	Community Involvement Specialist	
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Research-Based Programs

National PTA Standards for Parent/Family Involvement Programs and Passport to Success

Professional Development

Community Involvement Specialists will participate in workshops that focus on increasing parental involvement. Parents and staff will collaborate and actively participate in the following activities: the Title I Instructional Fair, an annual opening of school activity to acquaint teachers and parents with instructional materials that can be used at school and at home; the Annual Technology Conference that showcases technology-based instructional and productivity programs; the Educational Excellence School Advisory Council (EESAC) meetings and Zone/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

Evaluation

Parental and community involvement will show a five percent increase above the 2004-2005 level of participation, as reflected in the tally of data obtained from activity/workshop attendance rosters and the 2005-2006 Annual Survey of Title I Parental Involvement.

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 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

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

GOAL 6 STATEMENT:

To create a safe and orderly environment.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. During the 2004-2005 school year, 199 students were referred for general disruptive conduct, 172 for fighting, 131 for defiance of school personnel or authority, 83 for rude and discourteous behavior, and 16 for use of provocative language. An analysis of this data indicates a need for a decrease in the behaviors indicated above. A decrease in the negative behavior will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Form a committee with our stakeholders, in order to create a school-wide discipline plan.	Administrators, School Counselor	8/1/2005	5/26/2006
Provide workshops to targeted families on parenting and alternative discipline strategies.	Administrators, School Social Worker, Community Involvement Specialist	8-1-05	5/26/2006
Coordinate student participation in the "Do the Right Thing" program and "Big Brother" to provide mentors to at-risk students.	Administrators, Counselor	8-1-05	5/26/2006
Implement the Bullying Prevention Program (Olweus), K - 8.	Administrators, Counselor	8-1-05	5/26/2006
Implement character education strategies throughout the year.	Administrators, Counselor, Classroom Teachers	8-1-05	5/26/2006

Research-Based Programs

Bullying Prevention Program (Olweus), K - 8, Project PROUD (Peacefully Resolving Our Unsettled Differences)

Professional Development

All teachers will receive professional development in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- Conflict resolution
- Classroom management that promotes student self-discipline
- Counseling of at-risk students

Evaluation

The discipline committee will meet monthly to monitor referrals. Mastery of the objective will be considered to be met, when there is a 10 percent decrease in the number of discipline referrals.

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.)

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

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

GOAL 7 STATEMENT:

Increase the integration of technology into the curriculum by providing professional development for teachers.

Needs Assessment

During the 2004-2005 school year, there were an insufficient number of computers in classrooms. Classrooms will have access to new computers. Additionally, the STaR Survey indicates that only 1-24% of teachers use technology for administrative tasks and the delivery of lessons. The STaR Survey also indicates that only 20% of teacher training opportunities offered in the last year prepared teachers to integrate technology into the curriculum and 30% of professional development activities trained teachers how to use specific software. Therefore, teachers need additional professional development activities in the use of available instructional technologies, software applications and in learning how to infuse technology into the curriculum.

Measurable Objective

Given an emphasis on the use of instructional technology, all teachers will attend a minimum of five workshops on the use of technology during the 2005-2006 school year as documented by attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse technology into the curriculum by providing daily opportunities for students to use the computer as a tool for learning.	Administrators, Classroom Teacher	8-1-05	5-26-06
Utilize technology to retrieve, analyze and evaluate student data to monitor student progress.	Administrators, Classroom Teacher	8-1-05	5-26-06
Utilize technology for record-keeping, lesson plans, electronic gradebook and attendance.	Administrators, Classroom Teacher	8-1-05	5-26-06
Implement The Citibank FamilyTech Program in selected classrooms.	Administrators, Technology Facilitator, Selected Classroom Teachers	8-1-05	5-26-06
Provide workshops for teachers on the use of the Electronic Gradebook, Edusoft, Reading Plus, Kidspiration, SuccessMaker, Waterford, FCAT Explorer, Easy Tech, Riverdeep and Powerpoint.	Administrators, Technology Facilitator	8-1-05	5-26-06

Research-Based Programs

Reading Plus, Excelsior Electronic Gradebook, and the National Education Technology Standards (NETS)

Professional Development

Teachers will attend professional development activities for the following topics:

Electronic Gradebook, Edusoft, Reading Plus, Kidspiration, SuccessMaker, Waterford, FCAT Explorer, Easy Tech, Riverdeep and Powerpoint.

Evaluation

Success of meeting the objectives will be monitored through the use of teacher attendance rosters for workshops and student progress reports generated by instructional technology programs.

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.)

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

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

GOAL 8 STATEMENT:

To improve Student Health and Physical Fitness

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 34 percent of fourth and fifth grade students tested earned gold and silver awards. These results indicate a need for students in grades four and five to become more physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by a three percent increase in the number of students earning the gold and silver awards in 2005-2006 as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administrators, Physical Education Teachers	8-1-05	5-26-06
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administrators, Physical Education Teachers	8-1-05	5-26-06
Direct and oversee students' participation in the following activities to prepare for the Fitness Gram. 1. Physical Fitness (one mile) 2. 20 curl ups in one minute 3. 10 push-ups in one minute 4. Body stretching for flexibility	Administrators, Physical Education Teachers	8-1-05	5-26-06
Ensure physical fitness activities are aligned to the Sunshine State Standards.	Administrators	8-1-05	5-26-06
Conduct pedestrian safety awareness activities to ensure students are aware of road safety.	Administrators, Physical Education Teachers	8-1-05	5-26-06

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education teachers will attend professional development workshops presented by the District and State to stay abreast of current trends in the physical education field.

Evaluation

2005-2006 FITNESSGRAM

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.)

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

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

GOAL 9 STATEMENT:

Students will have the opportunity to develop an appreciation for the visual arts, music and literature through the extended day curricular offerings.

Needs Assessment

In order to provide more students the opportunity to extend their learning beyond the curriculum in the classrooms, more enrichment activities must be scheduled for eligible students in grades two through five. According to 2004-2005 data, 100 students were enrolled in the extended day program. In order to showcase students talents, there is a need to increase the number of students enrolled in the extended day program to 120 for the 2005-2006 school year.

Measurable Objective

Given the emphasis on the benefits of participating in enrichment activities, the number of students in grades 2-5 who will participate in extra-curricular activities during the 2005-2006 school year will increase by 20 students as evidenced by 120 students enrolled in extended day enrichment activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the school's percussion band and chorus.	Administrators Music Teacher Chorus Teacher	8-1-05	5-26-06
Participate in book talks.	Administrators Media Specialist Reading Coaches	8-1-05	5-26-06
Showcase students' talents through a dramatic play presentation.	Administrators Music Teacher Drama Teacher Art Teacher	8-1-05	5-26-06
Implement a school- wide Arts Festival to display students' talents and crafts.	Administrators Art Teacher Music Teacher	8-1-05	5-26-06
Participate in the after school chess program.	Administrators Chess Team Coordinator	8-1-05	5-26-06

Research-Based Programs

Not Applicable

Professional Development

Special Area Teachers providing enrichment opportunities will participate in professional development activities as they are made available through the district and region.

Evaluation

The number of students participating in the extended day program during the 2005-2006 school year will increase to 120 students as evidenced by the attendance rosters, as compared to the 2004-2005 school year, when 100 students participated.

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.)

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

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

GOAL 10 STATEMENT:

Norland Elementary School will rank at or above the 90th percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data gathered from the Florida Department of Education indicate that in 2003 Norland Elementary ranked in the 20th percentile on the ROI index.

Measurable Objective

Norland Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 20th percentile in 2003 to the 25th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Keep informed about the use of financial resources in relation to school programs.	Administrators EESAC	8-1-05	5-26-06
Collaborate with the district on resource allocation.	Administrators	8-1-05	5-26-06
Establish a greater number of active Dade Partners.	Administrators School Guidance Counselor Social Worker	8-1-05	5-26-06
Consider shared use of facilities, or partnering with community agencies.	Administrators EESAC	8-1-05	5-26-06
Evaluate current practices to gauge effectiveness of present resources.	Administration	8-1-05	5-26-06

Research-Based Programs

Not Applicable

Professional Development

Administrators will attend professional development facilitated by the District.

Evaluation

On the next State of Florida ROI index publication, Norland Elementary School will show progress towards reaching the 25th 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, in conjunction with the principal, continues to make recommendations for budget expenditures for the 2005-2006 school year. The EESAC will expend its budget of \$4,000 to purchase additional clerical support and materials to facilitate differentiated learning in the classrooms.

Training:

The EESAC recommends faculty members receive training on the CRISS (Creating Independence through Student-Owned Strategies) process for further professional growth and self-development. Additionally, members will attend District Professional Development workshops to continue to be informed of current EESAC requirements.

Instructional Materials:

The EESAC will view instructional materials and provide suggestions to enhance the core curriculum and improve student achievement.

Technology:

The EESAC will give recommendations and offer suggestions to improve access for all students to available technology at the school. The school has received \$770,000 in QZAB Grant Funds to purchase additional classroom computers, update the existing hardware in the computer lab and purchase new technologies.

Staffing:

The EESAC will provide support to staff members in order to improve student achievement.

Student Support Services:

The EESAC will offer suggestions and resources to enhance student support services.

Other Matters of Resource Allocation:

The EESAC meets on a regular basis to identify issues concerning process improvement in the following areas: improving educational program design, student support programs, educational delivery and data usage.

Benchmarking:

The EESAC has reviewed, analyzed and evaluated data related to FCAT assessments, School Profile and demographic data and formulated objectives and strategies to be included in the School Improvement Plan.

School Safety & Discipline:

The EESAC will promote school safety and discipline by providing additional resources and suggestions to enhance school-wide discipline and safety.

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