
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4001 - Norwood Elementary School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Frances Rotford

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Norwood Elementary School

Norwood Elementary School provides traditional instruction utilizing technology to enhance learning. The school is situated in the northern part of the county in a predominately middle class African-American community. Norwood Elementary services approximately 380 general education students, and 80 special education students with varying learning abilities ranging from gifted to autistic and profoundly mentally handicapped. The school receives funds from Title I and has propelled itself from a triple "D" school to a double "B" school then to an "A" and most recently earning a "B".

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills from 62% on the 2004-05 administration of the FCAT Reading Test as compared to 67% on the 2005-06 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will increase their mathematics skills from 62% on the 2004-05 administration of the FCAT Mathematics Test to 67% on the 2005-06 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 87% of students achieving high standards on the 2005-06 administration of the FCAT Writing.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their knowledge of science concepts as measured by an increase in the mean scale score from 295 to 300 as documented by the 2005-06 FCAT Science Test.

Given additional attention to parental involvement the school will demonstrate an increase of 5% in the area of parental participation in school based activities as evidenced by 50% of parents participating in school based activities this year as compared to 48% last year as measured by sign-in sheets.

Given the results of the 2004-05 Student Climate Survey, student safety will be increased by implementing a variety of programs. Students' perception that the climate of their school is not positive will decrease by 10% from 21% to 19%. This will be measured by using the School Climate Survey Results from 2004-05 and comparing them to the results of 2005-06.

Given instruction using the Sunshine State Standards, students in grades K-5 in general education and the autistic cluster will improve their knowledge of technology and content by 55% of students accessing school or district provided web sites as evidenced by usage reports from various software programs.

Given instruction using the Sunshine State Standards, students in grades 4 and 5 will improve their fitness levels as measured by a 3% increase in the number of students receiving an award from 74% in 2004-05 to

76% in 2005-06 on the Fitness Gram.

Given instruction using the Sunshine State Standards, 10 students will participate in Norwood Elementary's String Orchestra program.

Norwood Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 12th percentile on the next publication of the index.

As a result of the Organizational Performance Improvement Snapshot survey tool staff members identified two areas of opportunity for improvement. One of the areas involves soliciting ideas from all staff members and the other involves informing staff members how the school is doing financially. Both of these items were the only items that scored below a 4.0 on the rubric. In order to address these items, the school will venture to survey staff more frequently to solicit ideas for implementation and the school will prepare reports for the staff to see how the school is doing financially.

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.

Norwood Elementary School

VISION

The vision of Norwood Elementary School is to create a learning climate where students, teachers, parents, community members and administrators feel welcome and confident. These stakeholders will be able to access and utilize technology to enhance teaching and learning which will result in improved academic achievement and narrowing of the achievement gap. Therefore, students will be prepared to compete in an ever-changing global society.

MISSION

The mission of Norwood Elementary School is to prepare ALL students to be academically successful in meeting the challenges of the Sunshine State Standards. The school will ensure that the achievement gap between the learners is narrowed and that the achievement level among all students continues to rise. Additionally, Norwood will continue to provide stakeholders with access to the most up-to-date materials and instruction for their utilization.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement.

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.

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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.

School Demographics

Norwood Elementary School provides traditional instruction utilizing technology to enhance learning. The school is situated in a predominately middle class African-American community and services approximately 380 general education children, 80 special education children with varying learning abilities ranging from gifted to autistic and profoundly mentally handicapped.

The ethnic backgrounds of Norwood Elementary School's 460 students are: 88% African-American, 7% Hispanic, 3% White Non-Hispanic, and 2% Asian/Indian Multiracial. Of these, 83% receive free or reduced meal benefits.

A mobility index is determined by the amount of children who move into or out of the school. Norwood Elementary School has a mobility index of 28.

Norwood Elementary School employs a total of 87 full-time and 16 part-time staff members. On this faculty, 46% have Bachelor's degrees, 51% of the instructional personnel have Master's degrees, and 6% have Specialist degrees. Norwood Elementary School's faculty and staff is comprised of 105 employees; 29% White Non-Hispanic, 50% Black, 16% Hispanic, and 4% other. Of the 105 faculty and staff members, 18% are male and 82% are female.

Norwood Elementary has been awarded with the Gold, Silver, and Platinum Awards for their success with the State Assessment. Additionally Norwood, has been awarded with numerous Chess trophies and accolades for the Chess Team. Furthermore, Norwood won 2nd place in the Math Bowl and student finalists in the Publish-a-Book Contest.

Norwood has also been awarded many grants over the years including a grant that was later expanded to the feeder pattern funding tutorial services to students in the eleven Norland Feeder Pattern Schools. Additionally, we received a grant to acquire additional technological resources. Finally, Norwood received a grant for inclusion and for authentic assessment.

Norwood's strength lies in the faculty and staff members. These professionals expect the best and nothing less from their students. As a result Norwood has propelled itself from a triple "D" to a double "B" to an "A." Most recently Norwood earned a "B", missing an "A" by only ten points. These professionals benefit from having an extraordinary amount of resources to utilize to ensure that no child is left behind. Everything from books to computer programs to manipulatives and audio visual equipment is at hand ready for their usage in the classroom.

Our challenge is to continue to perform at high levels despite a high mobility rate and an influx of new students from other countries, states, counties, or schools. Norwood's opportunity for improvement lies in increasing the literacy skills of the students and community at large.

School Foundation

Leadership:

In general, the school staff is confident in the leadership team at our school as indicated by an average score in excess of four points on a five point scale in the leadership category on the Organizational Performance Improvement Snapshot Survey (OPIS) tool.

District Strategic Planning Alignment:

In this area, Norwood's average was four points on a five point scale demonstrating satisfaction. One area of concern involved soliciting ideas from all staff members as we chart our future course. This was one of two areas that was slightly below a four on the Organizational Performance Improvement Snapshot Survey (OPIS) tool.

Stakeholder Engagement:

Survey results again yield that we are aware of our customers wants and needs and striving to meet them. This was demonstrated by an average score in excess of four points on a five point scale on the Organizational Performance Improvement Snapshot Survey (OPIS) tool.

Faculty & Staff:

In general, the school staff is confident in the team at our school as indicated by an average in excess of four points on a five point scale in the human resources category on the Organizational Performance Improvement Snapshot Survey (OPIS) tool.

Data/Information/Knowledge Management:

As a result of the survey it is obvious that Norwood's staff is comfortable with the data and information they receive. This category indicates an average in excess of four points on a five point scale on the Organizational Performance Improvement Snapshot Survey (OPIS) tool.

Education Design:

This is another area that Norwood has successfully addressed with scores again averaging over four points on a five point scale. Everyone has what they need to do their job successfully on the Organizational Performance Improvement Snapshot Survey (OPIS) tool.

Performance Results:

In general Norwood did well in this area. However there was an area that was slightly less than four points on a five point scale thus it became an area of concern and it has to do with keeping the faculty and staff members aware of how the school is doing financially. Otherwise all areas are in excess of four points on a five point scale on the Organizational Performance Improvement Snapshot Survey (OPIS) tool.

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

Given that last year 62% of the students in grades 3 through 5 met high standards, 61% made learning gains and 60% made adequate progress, it is the objective of Norwood Elementary to continue this trend of high achievement in Reading. An analysis of cluster content scores revealed negligible differences between the strands of vocabulary, main idea, compare and contrast, and reference and research skills, with scores ranging from 60% to 68%.

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 grades 3-5 will increase their reading skills from 62% on the 2004-05 administration of the FCAT Reading Test as compared to 67% on the 2005-06 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Miami-Dade County Public School's K-12 Comprehensive Research Based Reading Plan.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006
Provide motivational activities for reading logs and Accelerated Reader.	Assistant Principal, Reading Coach, Media Specialist	08/08/2005	05/23/2006
Parents will participate in an FCAT Reading workshop.	Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006
Implement and monitor student progress using Houghton Mifflin Reading Series, Voyager Passport, Early Success, Soar to Success, DIBELS, Breakthrough to Literacy and Homerom.com.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006
Provide support to teachers through staff development and on-site individual assistance from the Reading Coach.	Assistant Principal, Reading Coach	08/08/2005	05/23/2006
Utilize a Community Involvement Specialist to provide information and ideas to families on how to help students with independent reading, home learning, and other curriculum related activities.	Assistant Principal, Reading Coach, Community Involvement Specialist	08/08/2005	05/23/2006
Utilize information gathered from periodic assessments to diagnose and facilitate teacher's emphasis for instruction through professional learning communities.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006
Provide small group instruction twice a week during and/or after school to all students scoring at level 1 or 2 on the FCAT reading.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006

Research-Based Programs

Houghton Mifflin Reading Series, Voyager Passport, Soar to Success, Early Success, and Breakthrough to Literacy.

Professional Development

Teachers will participate in professional development inservices identified on their Professional Development Plan as well as those recommended by the administration for professional growth.

Furthermore, the Reading Coach will provide inservices for teachers. Additionally, the Reading Coach will coach and conduct demonstration lessons for teachers with their own students.

Evaluation

2005-06 administration of the FCAT Reading

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

GOAL 2 STATEMENT:

All students will be able to function on or above grade level in mathematics.

Needs Assessment

Given that last year the majority of students in grades 3 through 5 demonstrated understanding on each of the mathematics strands; number sense, measurement, geometry, algebraic thinking, data analysis and probability with scores ranging from 51% to 61%. Our lowest scoring strand was number sense which is in need of strengthening. Furthermore last year 62% of students in grades 3 through 5 met high standards and 69% made learning gains, it is the objective of Norwood Elementary to continue this trend of high achievement in Math.

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 based on the Sunshine State Standards, students in grades 3-5 will increase their mathematics skills from 62% on the 2004-05 administration of the FCAT Mathematics Test to 67% on the 2005-06 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide FCAT daily practice.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Provide portfolio assessment that reflects various mathematical skills.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Provide Homeroom.com and FCAT Explorer accounts to students in grades 3-5.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Parents will participate in an FCAT strategies workshop.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Utilize the ACALETICS Mathematics Program that encompasses the skills specified in the Competency Based Curriculum and Florida Sunshine State Standards.	Principal, Assistant Principal, Teachers	08/08/2005	05/23/2006
Utilize information gathered from periodic assessments to diagnose and facilitate teacher's emphasis for instruction through professional learning communities.	Principal, Assistant Principal, Teachers	08/08/2005	05/23/2006
Provide extended day program twice a week to at least the lowest 25% of students including subgroups identified by NCLB.	Principal, Assistant Principal, Teachers	08/08/2005	05/23/2006

Research-Based Programs

Harcourt Mathematics, ACALETICS, Homeroom.com

Professional Development

Teachers will participate in professional development inservices identified on their Professional Development Plan as well as those recommended by the administration for professional growth.

Evaluation

2005-06 administration of the FCAT Mathematics

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Given that last year the majority of students in grade 4 demonstrated understanding of writing as evidenced by 85% meeting high standards on the narrative prompt and 86% meeting high standards on the expository prompt demonstrating a negligible difference between the two types of writing. Additionally 70% of students scored a 4.0 or higher on the FCAT Writing. It is the objective of Norwood Elementary to continue this trend of high achievement in Writing.

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 based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 87% of students achieving high standards on the 2005-06 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Parents will participate in an FCAT Writing strategies workshop.	Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006
Utilize FCAT Writes+ training CD for classroom demonstrations and staff development.	Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006
Provide portfolio assessment that reflects various writing samples.	Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006
Utilize Reading Coach to provide demonstrations, coaching, and in-services on the writing process.	Assistant Principal, Reading Coach	08/08/2005	05/23/2006
Utilize information gathered from monthly writing samples to diagnose and to facilitate the teacher's focus of instruction through professional learning communities.	Principal, Assistant Principal, Reading Coach, Teachers	08/08/2005	05/23/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Teachers will participate in professional development inservices identified on their Professional Development Plan as well as those recommended by the administration for professional growth.

Furthermore, the Reading Coach will provide inservices for teachers. Additionally, the Reading Coach will coach and conduct demonstration lessons for teachers with their own students.

Evaluation

2005-06 administration of FCAT 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.)

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

Last year Norwood Elementary School's 5th grade students had a mean scale score of 295, which surpassed the District's Mean Scale Score and met the State's Mean Scale Score. An analysis of cluster content scores revealed negligible difference between the strands of physical and chemical science, earth space science, life and environmental science, and scientific thinking with scores ranging from 54% to 62%.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their knowledge of science concepts as measured by an increase in the mean scale score from 295 to 300 as documented by the 2005-06 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Correlate multi-media activities to science instruction.	Assistant Principal, Teachers, Media Specialist	08/08/2005	05/23/2006
Utilize science scope and sequence to drive instruction.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Utilize appropriate textbooks, technology, and materials provided for each grade level.	Principal, Assistant Principal, Teachers	08/08/2005	05/23/2006
Provide activities that give students an opportunity to apply their scientific knowledge through hands-on investigational activities.	Principal, Assistant Principal, Teachers, Media Specialist	08/08/2005	05/23/2006
Teachers will model the science process to ensure its use in the classroom.	Assistant Principal, Teachers	08/08/2005	05/23/2006

Research-Based Programs

Harcourt Science Series

Professional Development

Teachers will participate in professional development inservices identified on their Professional Development Plan as well as those recommended by the administration for professional growth.

Evaluation

2005-06 administration of FCAT Science.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Research shows that there is a direct correlation between student achievement and parental involvement. Norwood is situated in a working community. With ever increasing demands on parents time it is difficult for parents to get involved in school activities. Last year the overall average parental involvement at school based activities was 48%.

Measurable Objective

Given additional attention to parental involvement the school will demonstrate an increase of 5% in the area of parental participation in school based activities as evidenced by 50% of parents participating in school based activities this year as compared to 48% last year as measured by sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize a community involvement specialist to reach out to parents unable to attend school functions and provide materials and information to them.	Assistant Principal, Community Involvement Specialist, Counselor	08/08/2005	06/23/2006
Provide materials to enhance the parent outreach center.	Principal, Assistant Principal	08/08/2005	05/23/2006
Utilize flyers, letters, schoolnotes.com and the marquee in an attempt to keep parents aware of school based activities.	Principal, Assistant Principal, Community Involvement Specialist, Teachers, Counselor	08/08/2005	05/23/2006
Distribute applications to promote parental volunteerism.	Assistant Principal, Community Involvement Specialist, Counselor	08/08/2005	05/23/2006
Provide parent activities at various times during the day so as to meet parental time constraints.	Assistant Principal, Community Involvement Specialist, Counselor	08/08/2005	05/23/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

2005-06 sign in sheets

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Given the results of the 2004-05 Student Climate Survey, 21% of students feel that their school has a climate that is not positive nor helps them to learn, this is two standard deviations higher than the district average and that Maslow's hierarchy stipulates that in order to learn primary needs such as safety and acceptance must be met it is the objective of Norwood to improve students perception of their safety and well being at school.

Measurable Objective

Given the results of the 2004-05 Student Climate Survey, student safety will be increased by implementing a variety of programs. Students' perception that the climate of their school is not positive will decrease by 10% from 21% to 19%. This will be measured by using the School Climate Survey Results from 2004-05 and comparing them to the results of 2005-06.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a procedure for safe and orderly arrival and dismissal of students before and after school.	Principal, Assistant Principal, Teachers, Security Monitor	08/08/2005	05/23/2006
Implement peer mediation.	Assistant Principal, Counselor and Select teachers	08/08/2005	05/23/2006
Implement routine fire drill and lock down drills to assure student safety during times of danger.	Principal, Assistant Principal, Teachers, Security Monitor	08/08/2005	05/23/2006
Celebrate students' successes in all subject areas by showcasing their work in the common areas.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Participate in the Walk Safe Program, Red Ribbon Campaign, Stop the Violence Pledge, Child Abuse and Prevention.	Assistant Principal, Counselor, Teachers	08/08/2005	05/23/2006

Research-Based Programs

Not applicable.

Professional Development

Not applicable.

Evaluation

2005-06 School Climate Survey

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 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 type="checkbox"/>

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

Given that Norwood Elementary School is equipped to access the internet in all classrooms and that there are technological programs that the school or district has provided for students to reinforce and strengthen learning, it is the objective of Norwood Elementary School to utilize these resources.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades K-5 in general education and the autistic cluster will improve their knowledge of technology and content by 55% of students accessing school or district provided web sites as evidenced by usage reports from various software programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide 3rd-5th grade general education students with access to Homeroom.com by the Princeton Review and FCAT Explorer by the Florida Department of Education.	Principal, Assistant Principal, Micro Systems Technician	08/08/2005	05/23/2006
Provide the autistic cluster with access to Learning Today.	Principal, Assistant Principal, Micro Systems Technician	08/08/2005	05/23/2005
Utilize Homeroom.com by the Princeton Review in grades 3-5 and FCAT Explorer by the Florida Department of Education.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Utilize Learning Today with students in the autistic cluster.	Assistant Principal, Teachers	08/08/2005	05/23/2006
Utilize Riverdeep provided by the district for the general education students and autistic students.	Assistant Principal, Teachers	08/08/2005	05/23/2006

Research-Based Programs

Not applicable.

Professional Development

Teachers will participate in professional development inservices identified on their Professional Development Plan as well as those recommended by the administration for professional growth.

Evaluation

Usage reports from various programs will be used to evaluate this objective.

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Given the increased incidence of childhood obesity and the sedentary lifestyles that more and more Americans are leading today it is important for students to be healthy and fit in order to maximize learning and have a healthy lifestyle. Last year 74% of students earned an award for fitness.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 4 and 5 will improve their fitness levels as measured by a 3% increase in the number of students receiving an award from 74% in 2004-05 to 76% in 2005-06 on the Fitness Gram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule students for physical education with a certified instructor.	Principal, Assistant Principal	08/08/2005	05/23/2006
Purchase materials for the instructor to utilize in increasing students physical fitness levels.	Principal, Assistant Principal	08/08/2005	05/23/2006
Provide health and fitness literature to students and parents.	Assistant Principal, Teachers	08/08/2005	05/23/06
Invite guest speakers for fitness presentations.	Assistant Principal	08/08/2005	05/23/2006
Provide recess as per district guidelines.	Assistant Principal, Teachers	08/08/2005	05/23/2006

Research-Based Programs

Not applicable.

Professional Development

Teachers will participate in professional development inservices identified on their Professional Development Plan as well as those recommended by the administration for professional growth.

Evaluation

The 2005-06 Fitness Gram

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Given that there is a direct correlation between student involvement with school based activities and student performance in school and that last year Norwood Elementary School did not have a string orchestra program for students to be involved with, it is the objective of Norwood to develop and implement a string orchestra program.

Measurable Objective

Given instruction using the Sunshine State Standards, 10 students will participate in Norwood Elementary's String Orchestra program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teacher with training in the area of various string instruments to learn teaching and performing techniques.	Assistant Principal, and Music Teacher	09/21/2005	12/15/2005
Provide instruction to students selected for the String Orchestra for a minimum of two hours per week.	Assistant Principal, Music Teacher	01/03/2005	05/16/2006
Provide students with the opportunity to attend a minimum of one field trip to observe a string ensemble.	Assistant Principal, Music Teacher	01/03/2005	05/16/2006
Utilize a string consultant as well as a volunteer to assist the music teacher in teaching the String Orchestra.	Principal, Assistant Principal	01/03/2006	05/16/2006
Identify students to participate in the string orchestra.	Assistant Principal, Music Teacher	01/03/2006	02/03/2006
Purchase string instruments, music books, and stands for string orchestra.	Principal, Assistant Principal	10/30/2005	01/02/2006

Research-Based Programs

Not applicable.

Professional Development

The music teacher will participate in professional development inservices as required by the program as well as those identified on the Professional Development Plan.

Evaluation

Number of students enrolled in the String Orchestra as evidenced by attendance sheets.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

Norwood Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Norwood Elementary ranked at the 11th percentile on the State of Florida ROI index.

Measurable Objective

Norwood Elementary School will improve its ranking on the State of Florida ROI index publication from the 11th percentile in 2003 to the 12th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	08/08/2005	05/23/2006
Collaborate with the district on resource allocation.	Principal, Assistant Principal	08/08/2005	05/23/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/08/2005	05/23/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal	08/08/2005	05/23/2006

Research-Based Programs

Not applicable.

Professional Development

Not applicable.

Evaluation

On the next State of Florida ROI index publication, Norwood Elementary School will show progress toward reaching the 12th 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 determined that funds should be provided for small group tutoring, enhancement of the media center resources, a supplemental mathematics program, and a community involvement specialist.

Training:

The EESAC determined that training in the areas of reading, writing, mathematics and science should continue.

Instructional Materials:

The EESAC determined that consumable materials should be replenished and teachers should submit a list of materials they need so that they can be purchased for them.

Technology:

The EESAC determined that they will continue to offer students and parents access to Homeroom.com for third through fifth grade students. The EESAC supports the program, BreakThrough to Literacy in the primary grades. Additionally the EESAC supports the implementation of the Voyager Reading Program in classrooms where intervention needs to take place. The EESAC would like to see the continuation of Accelerated Reader.

Staffing:

The EESAC determined that they would continue to support present personnel, including the Reading Coach, ESE Program Specialist, tutors, Community Involvement Specialist, and teaching staff in providing academic programs beneficial to students.

Student Support Services:

The EESAC determined that they will continue to support the Community Involvement Specialist (CIS) providing materials and strategies for parents to help their children so that academics will improve. The CIS will monitor the home reading program which directly supports the reading and parental involvement initiative.

Other Matters of Resource Allocation:

The EESAC determined that they will continue to be involved in bridging the home-school connection of this community by participating in the citizen's advisory council meetings, activities with the feeder pattern schools, and supporting district initiatives such as the Parent Academy.

Benchmarking:

The EESAC determined that benchmarking activities required by the district as well as in-house will continue to be utilized. The EESAC supports visitations and/or communication with other schools in order to observe "Best Practices".

School Safety & Discipline:

The EESAC determined that programs and activities that support a safe learning environment with particular attention to the Walk Safe Program, Red Ribbon Campaign, Child Abuse and Prevention and Stop the Violence program. The EESAC also supports hiring a part-time security monitor to reduce incidence of unidentified persons entering the building.

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