
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6541 - Nautilus Middle School

FeederPattern: Miami Beach Senior

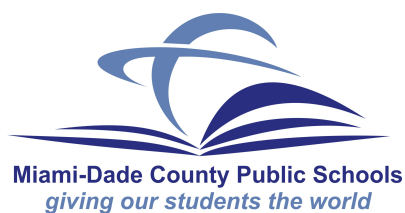
Region: Regional Center II

District: 13 - Miami-Dade

Principal: Caridad Figueredo

*Adult/Vocational
Principal:* Marta Montaner

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Nautilus Middle School

At Nautilus Middle School, educational efficacy and student performance are of paramount importance. If students are to effectively assume leadership roles, they must master higher order thinking skills associated with language arts, mathematics, and science. Nautilus Middle School serves approximately 1290 seventh and eighth grade students. The majority of our students reside on Miami Beach, a barrier island with six municipalities that compose a complex and diverse urban setting. The population includes 2% Indian/Asian/Multiracial, 9% Black Non-Hispanic, 20% White Non-Hispanic, and 69% Hispanic students. The population is characterized by a large multicultural group with a high mobility rate. Currently, 13% of the students are Limited English Proficiency (LEP), 20% are enrolled in the Gifted Program, and 71% are Economically Disadvantaged. The school promotes excellence through initiatives and programs that link national, state, and district accountability standards with educational practices and student performance.

Nautilus Middle School continues to strive towards excellence. The stakeholders of this school continue their efforts to empower a community of learners today while fostering success for tomorrow. Therefore, our 2005-2006 School Improvement Plan is designed to raise the educational bar for student performance.

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will maintain or increase their reading proficiency as evidenced by at least 50% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), African American students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will increase their mathematics proficiency as evidenced by 63% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), African American students in grades seven and eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students in grades seven and eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in grade eight will maintain or improve their writing proficiency as evidenced by at least 79% of the students scoring 3.5 or higher on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science proficiency as evidenced by an increase in the mean scale score to 281 as evidenced by the 2006 FCAT Science Test.

Given emphasis on parental and community involvement, and it being an integral part of our efforts, the school will demonstrate a 5% increase in parent participation as evidenced by 52% of the parents attending a minimum of one workshop as evidenced by 2005-2006 attendance logs.

Given emphasis on maintaining a safe and orderly learning environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions to 842 as evidenced by the 2005-2006 suspension reports.

Given training on the integration of technology across the curriculum, teachers will utilize at least one software program in their classrooms to supplement their instruction as evidenced by a 10% increase in software program usage to 25% as evidenced by the 2005-2006 survey results.

Given instruction using the M-DCPS mandated 2005 FITNESSGRAM standards, students in grades seven and eight will improve their fitness as evidenced by a 5% increase in the number of awards winners to 61% as evidenced by 2005-2006 results.

Given emphasis on the benefits of participating in extra and co-curricular activities, student participation in extra and co-curricular activities will improve as evidenced by a 5% increase in student enrollment from 10% to 15% as evidenced by 2005-2006 student participation logs.

Nautilus Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2003 to the 75th percentile on the next publication of the index.

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

The two categories that ranked the lowest on a 5.0 scale were Business Results with a score of 4.1 and Strategic Planning with a score of 3.9. When answering the questions, the faculty and staff ranked how well they knew their organization was doing financially a 3.3 on a scale of 5.0. Additionally, the faculty and staff ranked if their ideas were sought for future plans and the organization's ability to remove things that get in the way of progress with a score of 3.7 on a scale of 5.0. In order to improve the faculty and staff's perception in the aforementioned categories, a budget committee will be established. Additionally, input from the faculty will be requested more frequently via chairpersons meetings, faculty meetings, and the e-mail system.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Nautilus Middle School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

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

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

The majority of the students at Nautilus Middle School reside on Miami Beach. Nautilus Middle School serves approximately 1290 students. The population is 2% Indian/Asian/Multiracial, 9% Black Non-Hispanic, 20% White Non-Hispanic, 13% ESE, 20% Gifted, 13% of the students are Limited English Proficiency (LEP), 71% Economically Disadvantaged, and 69% Hispanic students. The population exhibits a high mobility rate of 29%.

The school employs 69 classroom teachers, 11 ESE teachers, two guidance counselors, one Trust Counselor, one Career Specialist, a Reading Coach, and four paraprofessionals. Five administrators consisting of a principal, three assistant principals, and an administrative assistant manage the school. The instructional staff is 24% Black Non-Hispanic, 36% White Non-Hispanic, and 40% Hispanic, of which 61% is female and 39% is male.

A concerted effort has been made to promote the inclusion of exceptional education students (ESE) or students with disabilities (SWD) in general education courses. A consultative teaching and support model ensures that teachers and students are well supported and monitored.

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

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

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

Results from the Organizational Performance Self Assessment Survey (OPSAS), indicate that the Nautilus Middle School staff members rated stakeholder engagement with a high score of 4.3 on a 5.0 scale. Staff members are involved in making educational decisions and solving problems for all stakeholders.

Faculty & Staff:

Results from the Organizational Performance Self Assessment Survey (OPSAS), indicate that the Nautilus Middle School staff members rated stakeholder engagement with a score of 4.3 on a 5.0 scale. The staff members believe they work in a safe environment and that the organization cares about them. Additionally, they work as a team and are recognized for their efforts.

Data/Information/Knowledge Management:

Results from the Organizational Performance Self Assessment Survey (OPSAS), indicate that Nautilus Middle School staff members rated the administration leadership skills pertaining to "measurement, analysis, and knowledge management" with a score of 4.5 on a 5.0 scale. "Data/Information/Knowledge Management" was the top-rated category.

Education Design:

Results from the Organizational Performance Self Assessment Survey (OPSAS), indicate that the Nautilus Middle School staff members rated the educational design with a score of 4.1 on a 5.0 scale. The staff members know how to measure and analyze the quality of their work to determine if changes are needed.

Performance Results:

Results from the Organizational Performance Self Assessment Survey (OPSAS), indicate that the Nautilus Middle

School staff members rated the process that drives the organization with a score of 4.1 on a 5.0 scale. Staff members are satisfied with their work and their products meet high quality and excellent standards. They view the organization as having high standards and ethics and obeying laws and regulations. Data analysis as it correlates to student performance will be the focus this year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

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

• Highly Qualified, Certified Administrators:

Principal: Caridad Figueredo (Employee Number: 189910)

Ms. Figueredo has over 14 years of experience as an educator. Ms. Figueredo received a Bachelor of Arts in Chemistry and Master of Science in Educational Leadership from Florida International University. Prior to her principalship, she served as an assistant principal at Richmond Height Middle, North Miami Senior, and Nautilus Middle. At North Miami Senior High School where she served for six years, student achievement rose significantly under her leadership and the school became a “C”. While she was at North Miami Senior High, Ms. Figueredo was selected as the 1998-1999 North Miami Feeder Pattern Assistant Principal of the Year. Her professionalism and dedication are evident. Ms. Figueredo has also served as chairperson for the Region 2 Assistant Principal Steering Committee and the Miami Beach Feeder Pattern Assistant Principal Committee. Ms. Figueredo is a member of the Dade Association for School Administrators (DASA) and the Association for Supervision and Curriculum Development (ASCD), and the Nautilus Middle School Parent Teacher Association (PTSA).

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

Ms. Parlor has over 12 years of experience as an educator. She received a Master of Science in Educational Leadership from Nova Southeastern University, a Bachelor of Science in Communication from Florida State University and completed courses toward teacher certification from Florida International University. A “Seller of Education” is how best to describe this Assistant Principal at Nautilus Middle School. Prior to being employed with Miami-Dade County Public Schools, Ms. Parlor was a Million Dollar Sales Manager with an internationally recognized company. Coming to the field of education she left nothing from her previous experiences behind—she now sells education. Her zeal to sell is propelled by product knowledge which equates to knowledge of her subject matter which has a proven track record. While being a classroom teacher for five years, she became Teacher of Year after three years (first year she was eligible). She was recruited by the Division of Language Arts/Reading District Office as a Teacher Trainer where she remained three years prior to becoming an assistant principal. As a Teacher Trainer Ms. Parlor modeled and coached classroom lessons for teachers throughout the district using higher order thinking skills, to help prepare students for standardized tests. While working in the District office, she became a CRISS trainer and as an assistant principal she continues to train teachers in implementing useful learning strategies during instruction.

As a successful sales manager, Ms. Parlor learned how to monitor subordinates and data in order to meet fiscal objectives. In education, she acknowledges that the same premise applies in preparing for Adequate Yearly Progress. She is responsible for staff development and has a special interest in providing support for new hires in order all teachers to experience classroom success and to keep all consumers (stakeholders--parents, students and community members) pleased. Ms. Parlor is also responsible for the Language Arts and Student Services Departments, the school-wide Reading Program, Internal Accounts, Master Scheduling and Textbook Purchasing. Her strengths lie in her ability to work with and motivate people in order to make gains. Ms. Parlor has the philosophy that all can be successful if trained properly on the right approaches, which results in the bottom line--productivity.

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

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

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

Mr. Echemendia has nine years of experience as an educator in Florida. Mr. Echemendia holds a Master of Science in Educational Leadership from Nova Southeastern University, and a Bachelor of Science in Physical Education from Florida International University. During his tenure as a Miami-Dade educator, Mr. Echemendia has served at American Senior High School, Norland Middle School, North Miami Beach Senior High School, and Nautilus Middle School. At North Miami Beach Senior High School, he served as the Head Baseball Coach for four years and as Athletic Director for three years. Mr. Echemendia has extensive experience and success in promoting student achievement in academics and athletics at both the middle and senior high school levels.

• Teacher Mentoring:

The mentoring program for teachers at Nautilus Middle School follows the components and requirements identified in the District Professional Assessment and Comprehensive Evaluation System. New teachers attend a series of district and school-site orientation sessions which familiarize them with the rules and procedures prescribed by the Miami-Dade County Public School Board. Annual contract teachers are assigned to a Professional Growth Team and to an individual mentor who provides support and guidance. New teachers are asked to submit their instructional plans to their Professional Growth Team or mentor teacher for analysis and discussion once each semester. Mentor teachers are afforded additional scheduling consideration to allow them time for their work with beginning teachers. Teachers on annual contracts are required to maintain an activity log which is monitored by their Professional Growth Team to ensure that teaching standards are accomplished successfully. New teachers are provided with additional assistance via extensive modeling and coaching from District curriculum support specialists, the school's reading coaches, and tenured members of the faculty.

• School Advisory Council:

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

• Extended Learning Opportunities

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

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

• School Wide Improvement Model

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

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the March 2005 FCAT Reading Test indicate that 45% of the student population scored at or above FCAT Level 3. Fifty-eight (58) percent of students achieved learning gains, a two-percent decrease when compared to the scores of the 2004 administration. Sixty-nine (69) percent of the lowest quartile made adequate yearly progress, a six percent increase when compared to the 2004 administration. Additionally, the total school population proved strongest in the areas of Words and Phrases (62% correct) and Main Idea/Purpose (58% correct), while Comparisons and Cause/Effect (52% correct) and Reference/Research (53% correct) proved to be the weakest strands. When Adequate Yearly Progress (AYP) of established subgroups was analyzed, the Limited English Proficient (LEP), Students with Disabilities (SWD), Hispanics, African Americans, Economically Disadvantage populations did not achieve the standards established by the state according to the No Child Left Behind parameters. Fifteen (15%) percent of the required 37% of the LEP population scored at or above grade level, a 6% percent decrease when compared to scores of the 2004 FCAT Reading Test administration. Ten (10%) percent of the required 37% of the SWD population scored at or above grade level, no growth was demonstrated when compared to scores of the 2004 FCAT Reading Test administration. Thirty-five (35%) percent of the required 37% of the Hispanic population scored at or above grade level, a 3% decrease when compared to scores of the 2004 FCAT Reading Test administration. Thirty-two (32%) percent of the required 37% of the African American population scored at or above grade level, a 8% increase when compared to scores of the 2004 FCAT Reading Test administration. Thirty-three

(33%) percent of the required 37% of the Economically Disadvantage population scored at or above grade level, a 4% decrease when compared to scores of the 2004 FCAT Reading Test administration. The 2005 analysis disclosed the following needs: (1) the need for a refresher course for CRISS-trained staff on learning strategies which maximize reading comprehension; (2) the need for an instructional initiative which promotes reading fluency and vocabulary development school wide; and (3) addition of intensive reading class sections to the master schedule tailored to meet the specific needs of Levels 1 and 2 students; and (4) the implementation of extended tutoring opportunities tailored to meet the specific needs of the LEP, SWD, Hispanics, African Americans, and Economically Disadvantage populations.

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will maintain or increase their reading proficiency as evidenced by at least 50% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), LEP students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), SWD students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Hispanic students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), African American students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades seven and eight will increase their reading proficiency as evidenced by 44% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze and utilize SPI data to identify student weaknesses by benchmarks.	Principal, APs, Teachers	8/8/2005	5/24/2006
Administer periodic assessments aligned to the Sunshine State Standards tested benchmarks and monitor student progress.	APC, Reading Coach, Department Chairpersons	8/8/2005	5/24/2006
Develop and implement a uniform scope and sequence that targets the Sunshine States Standards assessed on the FACT.	APC, Reading Coach, Teachers	8/8/2005	5/24/2006
Schedule all Level 1 and 2 students in an intensive reading class.	Principal, APC	8/8/2005	5/24/2006
Schedule every student who scored "100" on the 2005 administration of the FCAT Reading Test to attend academic development sessions with the respective counselor once a semester.	APC, Counselors	8/8/2005	5/24/2006
Require all Level 1 and 2 students to attend after-	Principal, APs, Reading Coach	8/8/2005	5/24/2006

school or Saturday tutorial program weekly.	
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Research-Based Programs

Language Arts Textbook: McDougal Littell

1. Read 180

Professional Development

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

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

Evaluation

1. 2006 FCAT Reading Test
2. District Generalized Assessments
3. Student Reading Logs
4. Oral Reading Fluency Probe
5. Attendance at Tutorial Programs
6. School Authored Assessment
7. Read 180 Computer Software program.
8. FCAT Explorer
9. Gates MacGinite

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

GOAL 2 STATEMENT:

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

Needs Assessment

Results of the March 2005 FCAT Mathematics Test indicate that 58% of the student population scored at or above FCAT Level 3, a three percent decrease when compared to the scores of the 2004 administration. Seventy (70%) percent of students achieved learning gains, a one percent increase when compared to the scores of the 2005 administration. Additionally, the total school population proved strongest in the areas of Data Analysis (57% correct), and Numbers (53% correct), while Geometry (48% correct), Algebraic Thinking (43% correct) and Measurement (43% correct) proved to be the weakest strands. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, the Limited English Proficient (LEP), and African American population did not achieve the standards established by the state according to the No Child Left Behind parameters (44% at or above grade level). Thirty-eight (38%) percent of the required 44% of the African American population scored at or above grade level, a 9% decrease when compared to scores of the 2004 FCAT Math Test administration. Thirty-three (33%) percent of the required 44% of the Limited English Proficiency population scored at or above grade level in mathematics, an Eight (8%) percent decrease when compared to scores of the 2004 FCAT Math Test administration.

The 2005 assessment has uncovered needs, which include, but are not limited to: (1) Revise scope-and-sequence curriculum to include more activities encompassing weakest strands and benchmarks; (2) development and implementation of a tutoring program; (3) addition of intensive mathematics class sections to the master schedule;

and (4) the implementation of the Home Language Assistance Program.

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades seven and eight will increase their mathematics proficiency as evidenced by 63% of students scoring at FCAT Level 3 or above given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), African American students in grades seven and eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficiency (LEP) students in grades seven and eight will increase their mathematics proficiency as evidenced by 50% of students scoring at or above FCAT Level 3 given scores on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students who scored at or above FCAT Level 3 in mathematics for placement in advanced and honors mathematics courses.	APs, Counselors	8/8/2005	5/24/2006
Utilize District-generated or State assessments to monitor student progress towards benchmark mastery.	APs, Department Chairperson, Teachers	8/8/2005	5/24/2006
Schedule all FCAT Level 1 and Level 2 students in grades seven and eight into a mathematics course that is paired with an Intensive Mathematics course.	Principal, APs, Counselors	8/8/2005	5/24/2006
Analyze and utilize SPI data to identify student weaknesses and provide remediation.	Principal, APs, Teachers	8/8/2005	5/24/2006
Utilize a common scope and sequence in all mathematics courses to facilitate instructional delivery and student assessment.	APs, Department Chairperson, Teachers	8/8/2005	5/24/2006
Provide students with performance-based activities that incorporate the use of manipulatives, problem solving, critical thinking, communication, and technology.	Department Chairpersons and Teachers	8/8/2005	5/24/2006
Require all Level 1 and 2 students to attend the after-school tutoring program and/or Saturday tutorial program weekly.	Principal, APs, Counselors	8/8/2005	5/24/2006

Research-Based Programs

1. Mathematics Textbook—Glencoe
2. Riverdeep

Professional Development

1. SPI training
2. Data Analysis
3. FCAT Explorer
4. Classworks
5. Edusoft
6. Riverdeep

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

1. 2006 FCAT Mathematics Test
2. District-generated assessments
3. Attendance at tutorial programs
4. FCAT Explorer
5. Riverdeep

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Writing Test indicates that 74% of eighth grade students tested scored at the state’s mastery level of 3.5 or higher. Twenty-six (26%) percent of eighth grade students scored below the state mastery level. Eighth grade students tested achieved a combined mean score of 3.6, demonstrating a .1% decrease when compared to 2004 combined mean score of 3.7. Specifically, eighth grade students tested with the expository version of the FCAT Writing Test achieved a mean score of 3.7 and a mean score of 3.5 was achieved in persuasive writing. Data indicates the curriculum needs to reflect more of a focus on persuasive writing, with a continued effort to develop students’ expositive writing skills.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grade eight will maintain or improve their writing proficiency as evidenced by at least 79% of the students scoring 3.5 or higher on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer writing pre-test and utilize results to drive instruction.	APC, Teachers	8/8/2005	5/24/2006
Model summary techniques and organizers, such as GIST and RAFT in language arts courses.	APC, Department Chairs, Reading Coach, Teachers	8/8/2005	5/24/2006
Encourage the use of peer-editing and self-evaluation in all writing exercises.	Department Chairs, Teachers	8/8/2005	5/24/2006
Use the writing process to increase the ability of students to write exceptional essays in advanced academic courses.	Department Chairs, Teachers	8/8/2005	5/24/2006
Encourage the use of learning logs and journals in all content areas.	APC, Department Chairs, Teachers	8/8/2005	5/24/2006
Incorporate the use of graphic organizers in essay planning and writing.	APC, Department Chairs	8/8/2005	5/24/2006
Model various writing techniques, such as one sentence summaries, sentence expansion, and framed paragraphs, to improve student writing.	Reading Coach, Teachers	8/8/2005	5/24/2006

Research-Based Programs

1. McDougal Littell resources

Professional Development

1. Holistic scoring training
2. Data analysis training

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

1. 2006 FCAT Writing Test
2. Quarterly Writing Assessments
3. Writing Post Test

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

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

Needs Assessment

Results of the March 2005 FCAT Science Test indicate that eighth grade students tested achieved a mean scale score of 276, 4 points above the District average. Additionally, eighth grade students tested demonstrated great strength in the areas of Life and Environmental science (46%), Physical and Chemical science (46%), and Scientific Thinking (46%); while weaker in the areas of Earth and Space science (42%).

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science proficiency as evidenced by an increase in the mean scale score to 281 as evidenced by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a common set of laboratory activities for students within each science course.	APs, Department Chair	8/8/2005	5/24/2006
Provide time for teachers to collaborate and share best practices, mentor, and model lessons.	APs, Department Chair	8/8/2005	5/24/2006
Develop and implement a common scope and sequence that assesses the FCAT Science benchmarks in all science courses.	APs, Department Chair	8/8/2005	5/24/2006
Utilize the Home Language Assistance Program (HLAP) to assist LEP students who are having difficulties weekly.	Teachers	8/8/2005	5/24/2006
Increase the use of process skills through group work in writing activities, such as laboratory reports, technology, and inquiry-based activities in science.	APs, Department Chair	8/8/2005	5/24/2006
Identify students who scored at or above FCAT Level 3 in mathematics for placement in advanced and honors science courses.	APs, Department Chair	8/8/2005	5/24/2006

Research-Based Programs

1. Glencoe Textbook and Supplemental Resources

Professional Development

1. Scope-and-Sequence Implementation training
2. CRISS training
3. Sci Tech training
4. RiverDeep training
5. Classworks training

Evaluation

1. 2006 Science FCAT Test
2. Site-authored assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

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

Needs Assessment

Data from 2004-2005 sign-in rosters indicate 47% of parents participated in at least one Parental Involvement Workshop. However, the data indicates less than desired parent participation at all school activities/workshops except for Open House. There is a great need for parents who are not familiar with the expectations and policies of the school to attend workshops and communicate with the school. Greater and persistent involvement on the part of the parents and stakeholders are crucial to the schools continued success.

Measurable Objective

Given emphasis on parental and community involvement, and it being an integral part of our efforts, the school will demonstrate a 5% increase in parent participation as evidenced by 52% of the parents attending a minimum of one workshop as evidenced by 2005-2006 attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly EESAC/PTSA meetings to inform parents about school improvement efforts.	Principal, APs	8/8/2005	5/24/2006
Maintain school website that provides information about the school to parents and the community.	Principal	8/8/2005	5/24/2006
Provide strategies for parents to use at home to support reading, mathematics, writing, and science efforts.	Reading Coach, APs, CIS	8/8/2005	5/24/2006
Communicate information about the school and PTSA via newsletters, flyers, and letter in both English and Spanish.	Principal	8/8/2005	5/24/2006
Utilize Community Involvement Specialist to conduct home visits in order to promote parental involvement.	CIS, APs	8/8/2005	5/24/2006
Invite parents to participate in the various awards programs that showcases the academic achievement of Nautilus Middle School students.	Principal, Activities Director	8/8/2005	5/24/2006

Research-Based Programs

1. National PTA Standards for Parent Family Involvement Program

Professional Development

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

Evaluation

1. Workshop attendance rosters
2. PTSA meetings attendance rosters
3. EESAC meeting attendance rosters
4. Advocates for Gifted Education attendance rosters

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

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

Needs Assessment

After reviewing and analyzing the suspension data associated with the Student Case Management System, results indicate that there is a need for improvement in student behavior. During the 2004-2005 school year, Nautilus Middle School processed 228 indoor suspensions, and 409 outdoor suspensions. Additionally, during the 2004-2005 school year, Nautilus Middle School processed 291 indoor suspensions, and 527 outdoor suspensions for students in the Exceptional Educational Student program. There is a need to develop and implement alternatives to suspension to reduce the suspension rate.

Measurable Objective

Given emphasis on maintaining a safe and orderly learning environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions to 842 as evidenced by the 2005-2006 suspension reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with an orientation which focuses on the Code of Student Conduct.	Principal, APs, Counselors	8/8/2005	5/24/2006
Implement alternatives to suspension by involving teachers and parents in the discipline process.	Principal, APs, Counselors, CIS	8/8/2005	5/24/2006
Develop and implement a progressive discipline plan.	Principal, APs, Counselors	8/8/2005	5/24/2006
Implement a discipline committee that will review student case management referrals and provide intervention strategies for repeated violators.	Principal, APs, Counselors	8/8/2005	5/24/2006
Provide incentives to students who comply with the Code of Student Conduct.	Principal, APs, Counselors	8/8/2005	5/24/2006
Review student case management referrals for students in the Exceptional Student Educational program on a monthly basis and provide intervention strategies for repeated violators.	Principal, APs, Counselors, ESE Chairperson	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

1. ITS suspension reports

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

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

Needs Assessment

Results from the administration of a teacher survey indicate that 15% of the teachers utilized at least one software program during the 2004-2005 school year. Results also indicate that there is a lack of technology in the classrooms, various levels of computer literacy among the faculty, the need to integrate technology into the curriculum, and the need of additional hardware in several classrooms. The staff supports and welcomes computer education and training.

Measurable Objective

Given training on the integration of technology across the curriculum, teachers will utilize at least one software program in their classrooms to supplement their instruction as evidenced by a 10% increase in software program usage to 25% as evidenced by the 2005-2006 survey results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Eliminate obsolete computers and programs and update teachers as needed.	Principal, APs, Technology Leader	8/8/2005	5/24/2006
Provide e-mail training and concepts of computer knowledge to all teachers.	Principal, APs, Technology Leader	8/8/2005	5/24/2006
Increase teacher computer literacy by implementing computer training on MS Office Application, District mandate applications and the Electronic Gradebook.	Principal, APs, Technology Leader	8/8/2005	5/24/2006
Increase the number of high-quality printers and AV converter boxes in the classrooms as needed.	Principal, APs, Technology Leader	8/8/2005	5/24/2006
Provide staff technology training on various web-based programs such as FCAT Explorer, Edusoft, RiverDeep, and Atomic Learning.	Principal, APs, Technology Leader	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

1. Pinnacle/Excelsior Gradebook Training
2. MS Office Application Training
3. District technology training sessions
4. Web-based software programs; i.e., FCAT Explorer, RiverDeep, 5. Edusoft, and Atomic Learning

Evaluation

1. Results of staff survey

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 8 STATEMENT:

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

Needs Assessment

After reviewing and analyzing results of the 2005 Physical Fitness Testing Report, data indicates that 29% participated in a physical education program. Fifty-five (55%) percent of these students enrolled in physical education were awarded a District Fitness Award. There is a need to promote physical education and implement the National Standards for Physical Education.

Measurable Objective

Given instruction using the M-DCPS mandated 2005 FITNESSGRAM standards, students in grades seven and eight will improve their fitness as evidenced by a 5% increase in the number of awards winners to 61% as evidenced by 2005-2006 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a pilot physical education feasibility study with the University of Miami focusing on fitness, nutrition, and academic achievement.	Principal, P.E. Teachers	8/8/2005	5/24/2006
Continue the selling of baked goods and non-carbonated drinks through our vending machine operations.	Principal	8/8/2005	5/24/2006
Promote schoolwide nutrition by offering healthy food options as part of our cafeteria menu.	Principal, APs, Cafeteria Manager	8/8/2005	5/24/2006
Monitor the physical education program to ensure that activities are specifically related to the assessment component items.	APs	8/8/2005	5/24/2006
Encourage parents to become more involved in the health and physical fitness of their children.	APs, Counselors, CIS	8/8/2005	5/24/2006
Administer pre-test to determine student baseline measures and compare with results of post test.	P.E. Teachers, AP	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

1. Health and Fitness training
2. Wellness Program

Evaluation

1. FITNESSGRAM results

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

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

Needs Assessment

After reviewing and analyzing our elective program, trends in student enrollment indicate a decline as a result of the state required reading and mathematics mandate. Over fifty (50) percent of our student population scored a Level 1 or 2 in reading and/or mathematics and is required to take an intensive reading and/or mathematics course in lieu of an elective(s). Therefore, our program has suffered a tremendous loss in student participation. During the 2004-2005 school year only 10% of our students participated in extra or co-curricular activities.

Measurable Objective

Given emphasis on the benefits of participating in extra and co-curricular activities, student participation in extra and co-curricular activities will improve as evidenced by a 5% increase in student enrollment from 10% to 15% as evidenced by 2005-2006 student participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze current student enrollment in the elective program to determine the need of extra and co-curricular activities.	Principal, Activities Director, Club Sponsors	8/8/2005	5/24/2006
Provide greater opportunities for students to participate in after-school activities.	Principal, Activities Director, Club Sponsors	8/8/2005	5/24/2006
Provide an after-school creative writing program.	Principal, Activities Director, Club Sponsors	8/8/2005	5/24/2006
Provide an after-school music program.	Principal, Activities Director, Club Sponsors	8/8/2005	5/24/2006
Incorporate a Rush Day that will inform students of all the club and sport offerings.	Principal, Activities Director, Club Sponsors	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

1. In-Service Seminars

Evaluation

1. Student participation logs

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied by the FLDOE indicated that in 2003, Nautilus Middle School ranked in the 70th percentile on the State of Florida ROI index.

Measurable Objective

Nautilus Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2003 to the 75th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal, APs	8/8/2005	5/24/2006
Recruit volunteers to assist with tutoring programs.	Principal, APs, PTSA President	8/8/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Principal, APs	8/8/2005	5/24/2006
Conduct an analysis of school-based expenditures.	Principal, APs	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

1. Training on how to achieve greater average per student return.

Evaluation

1. On the next State of Florida ROI index publication, Nautilus Middle School will show progress toward reaching the 75th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The EESAC examined the 2004-2005 budgetary expenditures and recommended to continue funding the Saturday school tutorials, with the remaining academic incentives funds allocated to the establishment of additional tutorials. It was recommended to establish a Budget Committee. The EESAC examined the 2004-2005 budgetary expenditures and made the following recommendation. The remaining balances in the academic incentives be spent to fund the Saturday School tutorial program.

Training:

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

Instructional Materials:

The EESAC made the recommendation to fund the instructional materials for the Reading program. Funds were committed to purchase Read XL for all students enrolled in intensive reading classes.

Technology:

Training will be in the areas of Edusoft, SPI, AIP, Electronic Gradebook, the use of e-mail, Accelerated Reader, SciTech, Classworks, FCAT Explorer, Read 180 and River Deep, and Atomic Learning. The EESAC recommended that teachers integrate technology into their curriculum and that training be provided for them.

Staffing:

The EESAC recommended that intensive reading and/or mathematics classes be capped at 25 students.

Student Support Services:

The EESAC recommended that students who scored FCAT Level 1 in Reading and/or Math receive additional services.

Other Matters of Resource Allocation:

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

Benchmarking:

The EESAC recommended to collect and review data to support progress at the 2005-2006 mid-year review. The council expressed interest in reviewing data each quarter.

School Safety & Discipline:

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

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