
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6571 - Norland Middle School

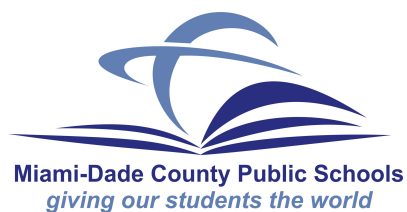
FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Cheryl Nelson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Norland Middle School

Norland Middle School is a Visual and Performing Arts Magnet school, serving students in grades six through eight. Our Magnet program has been recognized throughout the district, state and nation. In 2004-2005, Norland Middle School's Magnet program was recognized for our commitment to excellence by the Magnet Schools of Distinction Program. This prestigious award placed our school in the national spotlight. Norland Middle School offers students quality educational programs such as Exceptional Student Education which includes Gifted, advanced courses, Foreign Language and English for Speakers of Other Languages (ESOL). Norland Middle School serves 1546 students. The ethnic breakdown is 89 percent Black Non-Hispanic, 2 percent White Non-Hispanic, 8 percent Hispanic, .7 percent Multi-racial and .1 percent Asian/Indian. Of the students enrolled, 82 percent are basic education students, 16 percent are Exceptional Education students (9 percent Gifted) and 2 percent are ESOL students. Sixty-five percent of our students qualify for free or reduced lunch.

Given instruction based on the Sunshine State Standards, the percentage of students in grades 6-8 scoring at level 3 or higher in reading will be increased from 34 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of Black students scoring at level 3 or higher in reading will be increased from 34 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of students with Free and Reduced Lunch scoring at level 3 or higher in reading will be increased from 34 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of Limited English Proficient (LEP) students scoring at level 3 or higher in reading will be increased from 16 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of Students With Disabilities scoring at level 3 or higher in reading will be increased from six percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of tested students in grades 6-8 scoring at FCAT achievement level 3 or higher will increase to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Black students scoring at level 3 or higher in mathematics will be increased from 31 percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Free and Reduced Lunch scoring at level 3 or higher in mathematics will be increased from 31 percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students scoring at level 3 or higher in mathematics will be increased from 17 percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students With Disabilities scoring at level 3 or higher in mathematics will be increased from six percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, eighth grade students' mean scale score in science will increase to meet or exceed the District's mean scale score on the 2006 administration of the FCAT Science test as compared to the 2005 administration.

Based on the need to establish and maintain a strong home-school connection, in order to facilitate student academic achievement, parent involvement and support will be increased from 42 percent in the 2004-2005 school year to 50 percent in the 2005-2006 school year, as evidenced by parent attendance rosters.

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will be decreased from 37 percent in 2004-2005 to 33 percent as compared to the (CMF)Case Management Forms in 2005-2006.

Given an emphasis on the use of technology in education all students will augment their usage of educational software as evidenced by a five percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 50 percent of the student population in grades six through eight who were tested will improve their physical fitness as evidenced by the 2005-2006 FITNESSGRAM results.

The number of students participating in extra and co-curricular activities will increase by five percent for the 2005-2006 school year as compared to data derived from the 2004-2005 school year.

Norland Middle School will improve its ranking on the State of Florida ROI index publication from the 62nd percentile in 2003 to the 70th percentile on the next publication of the State of Florida ROI index.

OBJECTIVES:

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Norland Middle School will institute an instructional program, research-based READ-180, with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments, including weekly, monthly and quarterly assessments. These student performance data will be carefully analyzed and used to drive the instruction, accordingly. Data collected from Norland Middle School indicates that as students transition from one grade level to another, academic achievement scores decrease. As a response to this data Norland Middle School will begin a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Furthermore, the Transition Academy will foster a smooth transition for students as they enter middle school, a time when students often experience emotions such as anxiety or fear associated with leaving behind a familiar school environment and anticipating the beginning of middle school.

In conclusion, the Organizational Performance Improvement Snapshot Survey results for Norland Middle School indicate that we have two important challenges this year: 1.) Given that the district is converting the student grading system to an electronic grading system, our staff is challenged because at this time we do not have enough personal computers or computer laboratories for their accessibility. 2.) The faculty and staff indicated that they cannot get all of the resources that they need to do their job. On this survey item, the staff rated Norland Middle School a 3.4 out of five possible points. Our goal is to obtain more computers and resources so that our faculty and staff can increase the efficacy of the total school operations.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Norland Middle School

VISION

Norland Middle School enriches the neighboring community through the conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community services.

MISSION

Norland Middle School equips students academically, socially and emotionally by increased exposure to diversity through technology, research and real world experiences to become ethical, independent thinkers and scholars, who accept their responsibilities as local, national and global citizens.

CORE VALUES

Excellence

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

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School Demographics

Norland Middle School is located on 13.3 acres in northern Miami-Dade County at 1235 Northwest 192 Terrace. The community is a predominately African-American, middle to lower middle-class, neighborhood composed of single family dwellings, apartment complexes, neighborhood businesses and well-known grocery and restaurant chains. There are five classroom buildings consisting of 94 classrooms, a media center and 14 portables, augmented with a freestanding auditorium and cafeteria. The 46-year-old school has been retrofitted to provide Internet and Intranet access to all classrooms and to the media center. The media center houses a state of the art closed circuit audiovisual system. The school has purchased wireless equipment to provide Internet/Intranet access for computer laptops for teachers and administrators. Norland Middle School has a Technology Education Laboratory and there are six additional computer laboratories. The northwest boundary of the school is adjacent to Norwood Park, allowing the students access to the community swimming pool and baseball diamond that are located in the park.

Norland Middle School serves 1546 students. The ethnic breakdown is 89 percent Black Non-Hispanic, 2 percent White Non-Hispanic, 8 percent Hispanic, .7 percent Multi-racial and .1 percent Asian/Indian. Of the students enrolled, 82 percent are basic education students, 16 percent are Exceptional Education students (9 percent Gifted) and 2 percent are ESOL students. Sixty-five percent of the students qualify for free or reduced lunch. In order to assure all students equal accessibility, the Parent Teacher Student Association is instrumental in identifying the needs and providing both direct assistance and referrals to appropriate Social Service agencies. Tutoring programs serve students in all subgroups who are in need of extra help in mastering skills taught in classrooms, both before and after school and in a Saturday Tutorial program. Students requiring extensive educational assistance are the responsibility of the members of the Child Study Team. The Full Service program, which serves Norland Elementary, Middle and High Schools, provides assistance to all families within the community.

The school employs a total of 142 full-time employees and 10 part-time staff members. Of this group, 4 are administrators, 84 are classroom teachers (5 are Exceptional Student Education teachers and 1 is a media specialist); 4 are guidance counselors; 1 is a school Social Worker; 1 is a part-time Career Specialist; 8 are classroom paraprofessionals; 7 are cafeteria workers; 7 are full-time clerical employees and 2 are part-time clerical employees; 6 are full-time security monitors and 1 is a part-time security monitor; 9 are full-time custodial service workers and 3 are part-time custodial service workers. In addition, Norland Middle employs one Microsystems Technician and an Audio Visual Specialist to support the technology infrastructure of the school. Norland Middle also employs a Title I Reading Coach, a state-funded Reading Coach and a Title I Community Involvement Specialist. Of the teaching staff, ten percent are teachers new to Norland Middle School. The ethnic breakdown is 21 percent White, 63 percent Black, 13 percent Hispanic, and 3 percent Asian/Indian. The average length of time teaching in Florida is 11 years. Norland Middle School is proud that thirty-nine percent of the teachers have earned advanced degrees. Twenty-one teachers hold a Master's degree, eight teachers hold a specialist's degree, and one teacher has earned a Doctorate degree. One teacher has attained National Board Certification.

Norland Middle School links the community to the school in several ways. Norland is a part of a Full Service Center triplex that integrates education, medical, social, and/or human services that are beneficial to meeting the needs of children and their families on school grounds or in locations that are easily accessible. Various agencies are represented. The Life Impact Agency provides individual, family and group therapy, tutoring, and parenting skills workshops. Jackson Memorial Hospital's Mental Health Center offers individual, family and group therapy, and psychiatric and psychological evaluations.

School Foundation

Leadership:

Results from the 2005-2006 Organizational Performance Self-Assessment Survey indicate that the Leadership category was one of the highest ranked. Issues relating to how the leadership sets direction for the school, shares the mission and vision of the school, and creates a positive working environment by involving its employees in the daily operation of the school. All items received a score ranging from 3.9 to 4.2 on a 5-point scale.

District Strategic Planning Alignment:

Of the seven categories on the 2005-2006 Organizational Performance Self-Assessment Survey, the District Strategic Planning Alignment was rated as one of the lower categories (3.2). The teachers felt that they should be asked for ideas as the school prepares to make future plans (Question 2a). They agree that their contributions made a positive impact on student achievement.

Stakeholder Engagement:

Our open door policy is a vital part of our plan to involve all stakeholders - parents, students, staff, and community members. In order to effectively communicate with parents, ample opportunities for communication exist, including parent surveys, monthly calendars of events, and the Title I Community Involvement Specialist home visits. In this area, our staff rated Norland Middle School on a range from 3.9 to 4.4 on a 5-point scale on the Organizational Performance Self-Assessment Survey.

Faculty & Staff:

All new educators are assigned a teacher mentor who provides assistance and support throughout the school year. The mentors and mentees meet periodically to discuss issues such as instruction, grades, policies and procedures, and classroom management. The staff rated job satisfaction a 4.1 on a 5-point scale on the Organizational Performance Self-Assessment Survey. Additionally, the staff feels that we work as a team at Norland Middle School.

Data/Information/Knowledge Management:

The Norland Middle School's staff is satisfied with the ability to utilize data to monitor the progress of its employees and school operation. Additionally, on item 4b of the Organizational Performance Self-Assessment Survey, the staff rated the question "I know how to analyze the quality of my work to see if changes are needed" a 4.4 on a 5-point scale.

Education Design:

Norland Middle School offers a variety of extended learning opportunities for all student subgroups, including tutorials, remedial and enrichment classes. We have initiated a foreign language department, offering French I and Spanish I. Additionally, we identify students who have the potential to succeed in gifted and advanced classes. An in-depth data analysis is performed continuously, and our School Improvement Model is based on the Continuous Improvement Model.

Performance Results:

Based on the results from the Organizational Performance Self-Assessment Survey, the faculty and staff are satisfied that their work meets high quality and excellence as evidenced by a rating of 4.2 on a 5-point scale. On question 4., “I know how to measure the quality of my work” the staff rated that item a 4.4 on a 5-point scale.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Norland Middle School participated in the district Teacher Recruitment Fair. Additionally, Teach For America placed two teachers at this school site. The district and school-level teacher induction programs provide ongoing professional development and teacher support. Teacher mentors and PACES Professional Growth Teams are part of the teacher support system. Additionally, we continuously promote teachers to become National Board Certified and we are proud to have a National Board Certified teacher. This teacher mentors other teachers who aspire to become National Board Certified.

• Highly Qualified, Certified Administrators:

QUALITY STAFF

Cheryl W. Nelson, Principal, is a veteran Professional Educator with 33 years of experience, all in public education. She earned a Bachelor of Arts degree in English from the historic Bethune Cookman College in 1973, and a Master of Education degree in Administration and Supervision from Florida Atlantic University in 1977. Subsequently, she has continued her education through coursework at Florida International University, Barry University, St. Thomas University and the University of Miami.

Mrs. Nelson began her career at John F. Kennedy Middle School where she taught Language Arts and served as Department Chairperson, Interdisciplinary Team Leader, National Junior Honor Society and Newspaper Sponsor, as well as Curriculum Committee Chairperson. In 1992, she became Temporary Assistant Principal at John F. Kennedy Middle School and the following September became Assistant Principal at North Miami Middle School. In 1994, she was assigned to Nautilus Middle School, where for two years she was the facilities manager, along with having other responsibilities. In 1996, she was assigned to Parkway Middle School where she became the Assistant Principal of Curriculum for six years. During her tenure there, her focus on student achievement helped to raise student scores on the then significant SAT. Subsequently, she initiated a plan, which helped students raise scores in reading and writing to attain the grade of "C" for the school in 2001-2002.

In August 2002, Mrs. Nelson was appointed principal of Norland Middle School. She immediately set about enhancing the quality of the educational program offered by refocusing on the academic needs of students. Realizing that a large part of student achievement begins with the perception of excellence, she has made revitalizing the plant a priority. Through her efforts, the Media Center has received a facelift as well as other areas of the site. The grounds have become more attractive through a beautification project and a reading patio has been erected. Additionally, recognizing that as a Magnet School for Visual and Performing Arts, neighborhood students were not getting the benefit of the "talent training" offered at the school, she has initiated a plan to afford more students the opportunity to participate in art, music and dance. Realizing the need to enhance the reading program, Mrs. Nelson has increased the number of reading teachers, with a long-term goal to have one reading teacher per team. Mrs. Nelson has been honored as John F. Kennedy Middle School's Teacher of the Year in 1982, Career Educator of the Year and Miami-Dade County's Assistant Principal of the Year for 1998. She was a Leadership Miami Participant in 1999. She has served on the following District Committees: Critical Incident Response Plan Update Committee, Assistant Liaison to Middle School Principals' Committee, and a member of Executive Training Program Revision Committee. She served on the District Assistant Principal of the Year Committee, the ACCESS Center's Teacher of the Year Committee and the Contract Negotiations Committee. She is a member of the National Association of School Administrators, Dade Association of School Administrators, and Delta Sigma Theta, Inc. She is also active in her church and teaches the Adult Sunday School Class.

Carol L. Solomon, Assistant Principal, earned her Associate of Arts Degree from Miami-Dade Community College North Campus. She then transferred to Florida State University where she received her Bachelor of Arts Degree in Education. Later, she earned her Master's Degree in Educational Leadership from Nova Southeastern University. Ms. Solomon is certified in Drama Education 6- 12 and Educational Leadership. She is the Assistant Principal for Curriculum and has 17 years of experience as a classroom teacher. In addition, she implemented a Drama Program at Greater Ward Chapel, A.M.E. Church.

Ms. Solomon began her educational career in 1977 at Edison Middle School where she taught reading and writing. In 1978, she transferred to Madison Middle school where she taught reading and writing. In 1979, Ms. Solomon left the field of education to work with Jaffe, Light and Clayman Ophthalmology. Ms. Solomon returned to the classroom in 1980 as a Drama and Reading teacher, where she also taught in the Alternative Education Program at John F. Kennedy Middle School. She was later appointed as Department Chairperson for Language Arts and then as administrative assistant, where she was responsible for all school activities, as well as discipline. Ms. Solomon was also the sponsor of the cheerleaders and the Drama Club. She served as the school's liaison with 163rd Street Mall and sponsored Back to School fashion shows at the mall. In 1993, Ms. Solomon was selected as Teacher of the Year at John F. Kennedy Middle School.

In 1998, Ms. Solomon became Assistant Principal at Norland Middle School where she monitored all special programs (Exceptional Student Education, Gifted, ESOL, Magnet and Itinerant Personnel) and she worked with the Full Service Triplex Program for four years. She is currently responsible for Curriculum, including EESAC Committee, School Improvement Plan (Adequate Yearly Progress), Master Schedule, Teacher Observations, Budget, Title I, and Personnel. In addition, she monitors academic after-school and Saturday Tutorial programs. The after-school programs include: Concerned African Women (CAW), All Stars Enrichment Program and after school tutorial. She was selected as the 2002 Assistant Principal of the Year for the Norland Feeder Pattern. As Assistant Principal, Ms. Solomon monitored the writing process and implementation of the Sterling Challenge Application. She represented Norland Middle School as the school received recognition for participating in the Sterling Challenge at the Florida Sterling Council Conference in 2000.

John D. Nathan, Assistant Principal, has 20 years of experience as a Professional Educator. He earned the Bachelor of Arts Degree from the University of Miami in Public Affairs and the Master of Science Degree in Educational Leadership from Florida International University. He is certified in Educational Leadership and Mathematics 6-12. Before entering the field of education, Mr. Nathan worked in the private sector and brings a wealth of knowledge and practical experiences to his responsibilities as an administrator.

Mr. Nathan's educational career began at Miami Beach Senior High School where he taught mathematics for eight years. Subsequently, he served three years as the school's Business Manager. In 1994, Mr. Nathan was appointed Assistant Principal at Nautilus Middle School. There he was afforded the opportunity to oversee every aspect of school operations, from Curriculum to Facilities Management, and was the principal's designee. Sensitive to the needs of all students, while at Nautilus Middle School, Mr. Nathan's observation of lunch-time activities led him to create a special reading section in the cafeteria for students' use during their free time. In 2004, Mr. Nathan was assigned to Norland Middle School. Mr. Nathan's influence has been felt as his skill at data analysis has provided the faculty with a clearer understanding of the information relative to FCAT results. Mr. Nathan has served as a member of the District Paraprofessional of the Year Committee. His affiliations include Dade Association of School Administrators (Charter Member), and PTSA for Norland Middle School, North Miami Beach Senior High School, Falcon Cove Middle School and Everglades Elementary School.

Maria Garcia, Assistant Principal, has been an assistant principal for the past four years. Prior to that time, she was a guidance counselor for four years at the secondary school level. She earned her Bachelor of Science degree from the University of Miami. Later, she earned her Master of Science degree from Nova Southeastern University. She is currently working on her dissertation for a Doctorate in Education degree in the area of Educational Leadership from Barry University. Ms. Garcia is a member of Dade Association of School Administrators (DASA) and the Association of School Curriculum and Development (ASCD).

In 2001, as the assistant principal for curriculum at Miami Carol City Senior High School, Ms. Garcia implemented an Information Technology Career Academy for ninth-grade students. She initiated feeder pattern vertical articulation in order to provide a seamless curriculum between the middle and senior high school. Further, she collaborated with the EESAC Committee to provide healthy snacks to students during FCAT assessment days. Ms. Garcia coordinated training for CRISS, reciprocal teaching, professional development for instructional staff, and she collaborated with district and Regional Center curriculum specialists in the areas of language arts, mathematics, and science. Under her leadership, the technology team implemented computer software programs to assist the teachers and students in elevating the level of academic achievement. In addition, Ms. Garcia was actively involved in the PTSA, as well as all extracurricular activities, including after-school tutoring and Saturday school tutoring. Ms. Garcia also collaborated in planning a pilot student exchange program with students from Africa and a subsequent Town Hall meeting to inform parents and members of the community of the pilot program. She was also responsible

for the Center for Legal Affairs and Criminal Justice Magnet Program, in which students participated in the Miami-Dade Community College Dual Enrollment Program.

While at Norland Middle School, Ms. Garcia has coordinated the New Teachers' Induction Program, whereby new educators receive continuous training and support. Additionally, Ms. Garcia has led the Technology Team, the Multicultural Committee, and many other committees that have enhanced the overall climate at Norland Middle School. She coordinated technology training on Teacher Work Days, Early Release Days and a five-week ALLIANCE Plus Savvy training in which teachers received a \$500.00 stipend. As the assistant principal responsible for the Exceptional Student Education (ESE) program, Ms. Garcia collaborated on an inclusion grant that has increased the percentage of students in inclusion classes from 13 percent to 33 percent. During the 2003-2004 school year, Norland Middle School hosted an ESE Parent-to-Parent Conference under the leadership of Ms. Garcia. She has also collaborated with the Norland Middle School staff and PTSA in their efforts to beautify the school. Additionally, Ms. Garcia collaborates with the Norland Full Service Health Service Clinic to ensure that our students receive health, vision, hearing, and dental services.

Currently, Ms. Garcia is a member of the School Improvement Zone Professional Development Team, as well as a member of the AFSCME Labor Relations Committee, a member of the Regional Center II Steering Committee, and the co-chair of the Norland Feeder Pattern Assistant Principal's Professional Development meetings. This past summer, Ms. Garcia traveled to Boston, Massachusetts, where she participated in the Principals' Center at Harvard University's seminar entitled, "Improving Schools: The Art of Leadership." As the assistant principal responsible for the English for Students of Other Languages (ESOL) Program, Ms. Garcia has implemented registration procedures that comply with state and district guidelines for ESOL students. Additionally, Ms. Garcia coordinated an ESOL parents' meeting to discuss academic and behavior issues.

As a guidance counselor from 1997 through 2001, Ms. Garcia was actively involved in numerous committees, activities, and events at North Miami Senior High School. She was actively involved in the Dade Counseling Association (DCA). She received a MAC School scheduling training certificate, as well as many other certificates. During Hurricane Georges, Ms. Garcia volunteered her time at North Miami Senior High School, which was a Red Cross hurricane shelter. When several students, faculty and staff members passed away, Ms. Garcia provided grief counseling and support for students and staff members. Also, Ms. Garcia was a member of the Southern Association of Schools and Colleges (SACS) Committee, which provides the accreditation for high schools and colleges. In addition, she co-wrote several grants.

• Teacher Mentoring:

Norland Middle School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Norland Middle School.

• School Advisory Council:

Norland Middle School promotes a cooperative and collaborative system of leadership that includes representatives from all stakeholders to serve on its primary decision-making cadre, Educational Excellence School Advisory Council (EESAC). EESAC supported the seven areas specified in the legislation, i.e., budget, training, instructional materials, technology, staffing, student support services, school safety and discipline, other matters of resource allocation, and benchmarking. In the area of budget, the EESAC members recommended that funds be directed to the continuation and expansion of the Saturday Academy and after-school tutorial programs. Training was addressed by EESAC by recommending that all teachers be trained in reading strategies and the infusion of technology into the curriculum. EESAC supported the school by allocating funds for instructional materials in

each department, specifically for reading, writing, science and mathematics skills process. Additionally, EESAC assisted with the attendance program by allocating budgeted funds for incentives and Parent Nights. Also, EESAC recommended that funds be allocated for technology purchases that enhance student learning. EESAC was an integral part of the school-wide staff development plan for Early Release Day Training, faculty meeting training, and opening of school training that relates to school reform and improvement. With respect to student support services, EESAC recommended that we continue to provide outside counseling agencies the opportunity to counsel and provide guidance for our students. School safety and discipline are of utmost importance at Norland Middle School. To that end, the EESAC members assisted in the formulation and implementation of a school-wide plan, which includes mandatory school uniforms and student identification badges. Other matters of resource allocation of funds include student agendas/planners for the organization of homework assignments, class projects, and to facilitate communication between teachers and parents. An FCAT simulation has been planned as a continuation of the test practice strategies, in addition to the FCAT quarterly assessments. The committee reviewed and recommended the appropriate instructional materials to supplement the Curriculum Mapping provided in all core subject areas. They also planned a variety of instructional activities to support the curriculum, such as the Book Club and Family Math and Science Nights. The committee recommended increased use of technology in instructional classes such as reading, mathematics, science, and writing. The staff, administration, and stakeholders are constantly receiving feedback on the School Improvement Plan. The EESAC is instrumental in various aspects of the school's daily operation. They have given special attention to increasing school-wide screening for the Advanced Academics and have also supported the Career Day Program, the TRUST program and the I Have A Dream Foundation program, organized through the Student Services Department.

• Extended Learning Opportunities

Targeted students will participate in an extended day literacy program. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program will be named the Academy of Reading. During the school day, pullout programs are available in mathematics, reading, writing, and Home Language Assistance Program for Limited English Proficient (LEP) students. These services are provided by our paraprofessionals and selected teachers. Additionally, before school homework assistance is provided.

Students are identified to participate in an extended day program and Saturday Academy, where tutorial services are provided to enhance reading, mathematics, science, and writing skills. All students are provided the opportunity to utilize technology and experience project-based learning through programs such as Reading Plus, Class Works, FCAT Simulation, and RiverDeep. For students with a deficiency in reading, mathematics, science, and writing, the Concerned African Women, Diamond Minds After School Program (focusing on ESE students) funded by The Children's Trust and operated by United Cerebral Palsy Association of Miami, and After School All Stars programs provide after school tutorial services. The LEP students also receive Saturday-school tutoring.

• School Wide Improvement Model

Norland Middle School will incorporate the Continuous Improvement Model. This 8- Step Process will regularly assess students for intervention, remediation, and enrichment. All students will be administered pre-, monthly, quarterly, and post-tests in core subjects. Curriculum Maps and Data Analysis will drive the instructional focus. Emphasis will be placed on those areas where the largest numbers of students need the most help.

Schools will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve reading performance for all NCLB populations.

Needs Assessment

The results of the March 2005 FCAT Reading Test indicate that 38 percent of the student population scored at or above a level 3. When compared to the percentages of the 2004 administration, the percentages remained the same. Sixty-one percent of the students achieved gains. Seventy-one percent of the lowest quartile made progress, a 13 percent increase when compared to the 2004 FCAT administration. Reference and Research proved to be the greatest strength school-wide at 59 percent, while Main Idea/Author's Purpose followed closely at 56 percent. The weakest area was Comparison and Contrast at 52 percent of the total student population showing mastery. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, the Black, Free and Reduced Lunch, Limited English Proficiency and Students with Disabilities did not achieve the standards established by the state according to the No Child Left Behind Act (37 percent at or above grade level). The White (47 percent) and Hispanic (49 percent) population did achieve the standards established by the state.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students in grades 6-8 scoring at level 3 or higher in reading will be increased from 34 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of Black students scoring at level 3 or higher in reading will be increased from 34 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of students with Free and Reduced Lunch scoring at level 3 or higher in reading will be increased from 34 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of Limited English Proficient (LEP) students scoring at level 3 or higher in reading will be increased from 16 percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, the percentage of Students With Disabilities scoring at level 3 or higher in reading will be increased from six percent in 2005 to 44 percent on the 2006 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of inclusion classes as compared to the 2004-2005 school year.	Administrators, Teachers, Counselors	09/01/05	05/12/06
Provide intensive (READ 180) reading classes for the LEP and SWD students.	Administrators, Teachers, Counselors	09/01/05	05/12/06
Utilize Reciprocal teaching strategies to improve students reading comprehension.	Administrators, Teachers, Reading Coaches	08/01/05	05/12/06
Provide a variety of teaching strategies to address all learning styles that will include CRISS.	Administrators, Teachers	08/01/05	05/12/06
Continue to support the Miami-Dade County Public Schools' rigorous reading requirement for students with reading deficiencies.	Administrators, Teachers, Reading Coaches, Language Arts/Reading Teachers	08/01/05	05/12/06
Utilize Reading FCAT Coach to improve students reading comprehension.	Administrators, Reading Coaches, Reading Teachers, Language Arts Teachers	01/09/06	05/12/06
Provide Saturday School tutoring.	Administrators	10/03/05	05/12/06
Utilize McDougal Littell's Bridges to Literature	Administrators, Reading Teachers	08/01/05	05/12/06

reading series.			
Provide READING PLUS computer-based program for extended day class.	Administrators, Reading Coaches	10/03/05	05/12/06
Utilize Student Performance Indicators to develop and implement a tutoring program that targets students' weaknesses.	Administrators, Reading Coaches, Reading and Language Arts Teachers	09/01/05	05/12/06
Utilize Academic Improvement Plan to develop and implement a tutoring program that targets students' weaknesses.	Administrators, Reading Coaches, Reading and Language Arts Teachers	09/01/05	05/12/06
Implement FCAT Explorer to improve students' reading comprehension.	Administrators, Reading Dept. Chair	10/03/05	04/28/06
Develop a school wide instructional calendar with a focus on reading.	Administrators, APC and Reading Dept. Chair	09/01/05	05/05/06

Research-Based Programs

READ 180, RiverDeep, Reading Plus and other supplemental materials, such as READ XL, CRISS, McDougal Littell's Bridges to Literature, and Language of Literature

Professional Development

1. Action Research training
2. Professional Learning Communities training
3. CRISS training
4. Reading in the Content Area training
5. District and Regional Center II training
6. SPI training
7. Data Analysis training
8. Academic Improvement Plan (AIP) training
9. Reciprocal Teaching training
10. Continuous Improvement Model

Evaluation

The evaluation component will include the 2006 FCAT Reading test as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

1. District-generated interim assessments
2. Teacher-authored monthly assessments
3. READ 180 computer software program
4. FCAT Explorer
5. 2006 FCAT Reading Test

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 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

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

GOAL 2 STATEMENT:

Improve mathematics performance for all NCLB populations.

Needs Assessment

Results of the March 2005 FCAT Mathematics Test indicate that 35 percent of the student population scored at or above FCAT Level 3. When compared to the percentages of the 2004 administration, the percentages remained the same. Sixty-one percent of the lowest quartile made progress, a five percent increase when compared to the 2004 FCAT administration. The total school population proved strongest in the areas of Data Analysis (55 percent) and Geometry (45 percent). The weakest areas demonstrated were in Algebraic Thinking, with 34 percent mastery, and on Measurements at 26 percent. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, the Black, Free and Reduced Lunch, Limited English Proficiency and Students With Disabilities did not achieve the standards established by the state according to the No Child Left Behind Act (44 percent at or above grade level). The White (60 percent) and Hispanic (48 percent) populations did achieve the standards established by the state.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of tested students in grades 6-8 scoring at FCAT achievement level 3 or higher will increase to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Black students scoring at level 3 or higher in mathematics will be increased from 31 percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students with Free and Reduced Lunch scoring at level 3 or higher in mathematics will be increased from 31 percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students scoring at level 3 or higher in mathematics will be increased from 17 percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Students With Disabilities scoring at level 3 or higher in mathematics will be increased from six percent in 2005 to 50 percent on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate paraprofessional assistance and increase the number of inclusion classes for students with disabilities.	Administrators, Teachers, Paraprofessionals	08/01/05	05/12/06
Implement the coaching model to monitor curriculum implementation focusing on activities geared toward identified weak strands.	Administrators, Teachers	08/01/05	05/12/06
Increase the number of Students in Advanced Mathematics Courses to enrich and further develop students at mastery.	Administrators, Teachers, Counselors	08/01/05	05/12/06
Provide intensive mathematics classes for identified students.	Administrators, Teachers	08/01/05	05/12/06
Extend school day to include remedial mathematics class.	Administrators	08/01/05	05/12/06
Provide a variety of teaching strategies to address all learning styles that will include CRISS, technology, and hands-on manipulatives.	Administrators, Teachers, Reading Coaches	08/01/05	05/12/06
Implement coaching model to monitor curriculum implementation focusing on activities geared	Administrators, SIZ Curriculum Support Specialist,	09/01/05	05/12/06

towards identified standards.	Mathematics Dept. Chair		
Implement FCAT Explorer to improve students' mathematics skills.	Administrators, Mathematics Teachers	10/03/05	05/12/06
Utilize student performance indicators and Academic Improvement Plan to develop and implement a tutoring program that targets students' weaknesses.	Administrators, Teachers	08/01/05	05/12/06
Utilize Student Performance Indicators to develop and implement a tutoring program that targets students' weaknesses.	Administrators, Mathematics Teachers	09/01/05	05/12/06

Research-Based Programs

Glencoe textbook series, CRISS

Professional Development

1. CRISS training
2. Curriculum Mapping
3. Vertical Articulation
4. FCAT Explorer Training
5. SPI training
6. Data Analysis training
7. Sixth-Grade Transitional Academy Training
8. Academic Improvement Plan (AIP) training
9. EDUSOFT 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. District-generated interim assessments
2. Tutorial programs' student attendance
3. FCAT Explorer
4. Teacher-authored assessments
5. 2006 FCAT Mathematics test
6. Benchmark assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Improve eighth grade writing performance for all NCLB populations.

Needs Assessment

Results of the FCAT Florida Writing Plus Test indicate that 80 percent of eighth grade students scored at the state’s mastery level of 3.5 or higher. Ninety-two percent of the eighth grade students scored at 3.0 or above. Twenty percent scored below the state mastery level. Eighth grade students who were tested achieved a combined mean score of 3.7. When compared to the 2004 administration, the scores remain the same. The eighth grade students with the expository prompt of the FCAT Writing Plus Test scored a 3.8, thereby remaining the same as in 2004. The students with the persuasive prompt scored a mean score of 3.7, giving a two point increase in the mean score from 2004. This indicates a need to improve students’ performance 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze data to drive instruction.	Administrators	09/01/2005	05/26/2006
Train teachers on the FLDOE writing rubric scoring system.	Administrators, All Teachers	10/05/2005	5/26/2006
Administer quarterly writing assessments through the Learning Express writing program.	Administrators, All Language Arts Teachers	10/03/2005	03/31/2006
Implement the use of writing across the curriculum.	Administrators, All Teachers	08/1/2005	05/26/2006
Develop writing portfolios in language arts classes.	Administrators, Language Arts Teachers	10/03/2005	03/31/2006
Develop a writing academy for eighth-graders in order to improve their writing skills.	Administrators, Language Arts Department Chairperson	10/03/2005	05/26/2006
Develop a school wide instructional calendar with focus on the writing (Sunshine State Standards).	Administrators, Teachers	08/01/05	05/26/06
Utilize CRISS (Creating Independence through Student-owned Strategies) to improve students' reading comprehension.	Administrators, Teachers	08/01/05	05/26/06

Research-Based Programs

Supplemental materials such as, Learning Express computer-based writing program.

Professional Development

1. Holistic scoring training
2. Data analysis training
3. CRISS training
4. Learning Express writing training
5. Reciprocal teaching training
6. Best practices
7. Continuous Improvement Model

Evaluation

The evaluation component will include the 2006 FCAT Writing Plus Test as the final data of evaluation, but will also incorporate the District assessment(s) as a progress monitoring tool.

1. School generated Quarterly assessments
2. Learning Express writing
3. February 2006 FCAT Writing Plus scores

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

GOAL 4 STATEMENT:

Increase science performance for all NCLB populations.

Needs Assessment

Results of the March 2005 FCAT Science Test indicate that eighth grade students who were tested achieved a mean scale score of 260, 12 points below the District average. The total school population proved strongest in the areas of Physical/Chemical and Life and Environmental at 46 percent. The weakest areas demonstrated were in Earth and Space Science at 33 percent and Scientific Thinking at 38 percent.

Norland Middle School's students need to improve their science mean scale score to meet or exceed the District mean scale score as evidenced from the administration of the 2006 FCAT examination.

Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students' mean scale score in science will increase to meet or exceed the District's mean scale score on the 2006 administration of the FCAT Science test as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor classroom instruction through lesson plans and classroom walkthroughs.	Administrators, School Improvement Zone (SIZ) Curriculum Support Specialist	08/01/05	05/12/06
Increase scientific-based inquiry activities through weekly science investigation.	Administrators, Science Teachers	08/01/05	05/12/06
Implement classroom activities and project-based learning that promotes an inquiry approach to science.	Administrators, Science Teachers	11/01/05	12/15/05
Administer bi-weekly teacher-authored assessments based on the science benchmarks.	Administrators, Science Teachers	08/1/05	05/12/06
Align scope and sequence across grade levels to ensure coverage and mastery of Sunshine State Standards benchmarks in science.	Administrators, Science Teachers	08/01/05	05/12/06
Analyze EDUSOFT data to drive the instruction.	Administrators, Science Teachers	09/01/05	05/12/06
Integrate CRISS strategies throughout science instruction.	Administrators, Science Teachers	08/01/05	05/12/06
Provide Saturday science workshop for students and parents to ensure student understanding of requirements and to make projects competitive.	Administrators, Science Teachers	10/29/05	10/29/05
Provide Science Night(Exhibits) to display students' science projects and to celebrate students' success.	Administrators, Science Teachers	01/17/06	1/17/06

Research-Based Programs

Supplemental materials such as, RiverDeep, Science and Teaching for Children (STC) and Glencoe Voyager textbook series.

Professional Development

1. CRISS training
2. Scope and sequence implementation training
3. HIV/AIDS training
4. SciTec training
5. Laboratory preparation training
6. Academic Improvement Plan (AIP) training
7. EDUSOFT training
8. CIM (Continuous Improvement Model)

Evaluation

1. Pre- and post teacher-authored assessments
2. SciTec assessment results
3. 2006 administration of the FCAT Science Test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Norland Middle School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of the data from the 2004-2005 Parental Involvement rosters indicates that 42 percent of parents participated in at least one Parental Involvement Activity. Although parents do attend parent/teacher conferences and entertainment activities, there is apathy in parents' participation in academic events. The level of involvement of parents will need to be well-planned and highly focused on the awareness of high academic achievement standards such as the FCAT data and how it affects our students in order to generate increased participation and support.

Measurable Objective

Based on the need to establish and maintain a strong home-school connection, in order to facilitate student academic achievement, parent involvement and support will be increased from 42 percent in the 2004-2005 school year to 50 percent in the 2005-2006 school year, as evidenced by parent attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage parental usage of electronic mail communication with teachers, including the electronic grade book system.	Administrators, Teachers, Social Worker, CIS	10/03/05	05/12/06
Schedule parent workshops at different days and times, that will provide parents with strategies to support student achievement.	Administrators, Reading Coaches, Media Specialist, Community Involvement Specialist, PTSA	09/01/05	05/12/06
Communicate with parents utilizing the Parent Survey during parent/teacher conferences and the monthly calendar of activities.	Administrators, Team Leaders, Community Involvement Specialist, Social Worker	10/03/05	05/12/06
Schedule numerous parent nights, including Open House, "Family Night of Fun", AIP Night, and Science Project Implementation Parent Day.	Administrators, Reading Coaches, Reading Teachers, Community Involvement Specialist, Social Worker, Science Teachers	09/01/05	01/17/06
Develop Academic Improvement Plans (AIP) for those students who are not meeting grade level standards and schedule conference collaboratively with parents to support improved students performance.	Administrators, Teachers, Social Worker, Community Involvement Specialist	09/01/05	05/12/06
Develop incentive program for students to increase parent attendance at various activities in an effort to improve student achievement.	Administrators, Team Leaders, Career Specialist, Social Worker, Reading Coaches, CIS	09/01/05	05/12/06
Encourage parents' active participation in decision-making groups/activities such as the PTA/PTSA, EESAC, Title 1 PAC/DAC, IEP and AIP meetings.	Administrators, Teachers, Social Worker, Community Involvement Specialist	09/01/05	05/12/06
Provide and maintain a parent Resource Center with instructional material and activities that support student learning and achievement.	Administrators, Community Involvement Specialist, Teachers	09/01/05	01/17/06

Research-Based Programs

National PTSA Standards for Parent and Family Involvement, Passport to Success.

Professional Development

1. Monthly EESAC meetings
2. Electronic grade book training
3. Monthly PTSA meetings
4. Team Meetings

Evaluation

Parental Involvement attendance roster will be used to evaluate parental involvement for the 2005-2006 school year such as:

Workshop attendance rosters, School visitation rosters, Community Involvement Specialist Records, PTSA meetings attendance rosters, and EESAC meetings attendance rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Norland Middle School will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

A review of the Student Case Management System and the School's Incident Report for 2004-2005 indicate that there is a need to decrease the outdoor suspension rate by three percent, while utilizing alternative disciplinary action, and to decrease the number of safety-related incidents by three percent.

Measurable Objective

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will be decreased from 37 percent in 2004-2005 to 33 percent as compared to the (CMF)Case Management Forms in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide emergency fire drill evacuation routes procedures, lockdown procedures and safety training for staff members.	Administrators, School Resource Officer	08/01/05	05/05/06
Schedule school-wide grade level discipline orientations to review the Code of Student Conduct handbook.	Administrators	09/01/2005	09/30/2005
Implement transition academy for six graders using Classroom Inc.	Administrators, Teachers, Counselors, Trust Counselor, Social Worker, Community Involvement Specialist	09/01/05	05/12/06
Implement a positive behavior incentive program for uniforms, attendance and identification badges.	Administrators, Teachers, Counselors, Trust Counselor	08/01/2005	05/12/2006
Establish a discipline committee to implement, monitor and evaluate the efficacy of the school-wide discipline plan.	Administrators, Staff Members, Trust Counselor	08/01/2005	09/30/2005
Utilize a Student Behavior Contract to ensure modification of behavior.	Administrators, Trust Counselor, Teachers, Students, Parents	09/01/2005	04/28/2006
Provide peer mediation for students.	Administrators, Counselors, School Social Worker	08/01/2005	05/12/2006

Research-Based Programs

Safe-Drug Free School, Gun Free Schools Act, Character Education, Project Proud

Professional Development

1. Anti-bullying training
2. Peer mediation training
3. Code of Student Conduct training
4. Conflict resolution training

Evaluation

Mastery of objective will be considered to be met when there is a decrease in the outdoor suspension rate from 37 percent to 33 percent, using the Case Management Forms (CMF).

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

District Strategic Plan

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

GOAL 7 STATEMENT:

Norland Middle School will integrate technology in all curricular areas.

Needs Assessment

A review of the Organizational Performance Improvement Snapshot Survey indicates that teachers are in need of additional professional development to increase their comfort level to integrate technology across the curriculum.

Measurable Objective

Given an emphasis on the use of technology in education all students will augment their usage of educational software as evidenced by a five percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase enrollment in technology courses.	Administrators, Counselors	09/01/2005	10/31/2005
Integrate the use of the Internet.	Administrators, Teachers	08/01/2005	05/12/2006
Develop project-based technology assignments.	Administrators, Teachers	09/01/2005	04/28/2006
Utilize software applications to complete content-based assignments.	Administrators, Teachers	08/01/2005	05/05/2006
Increase use of technology across the curriculum.	Administrators, Teachers	08/01/2005	05/05/2006
Increase the use of EDUSOFT program for data analysis.	Administrators, Teachers	10/03/2005	05/05/2006

Research-Based Programs

READ 180 and other supplemental materials, such as READ XL, Reading Plus, Classroom, Inc., Plato, SciTec, Classworks, Accelerated Reader, National Education Technology Standards (NETS)

Professional Development

1. Electronic grade book training
2. Academic Improvement Plan (AIP) training
3. District and Regional Center II technology training
4. READ 180 training
5. READ XL training
6. Classroom, Inc. training

Evaluation

The Evaluation component will include technology software reports as the final data of evaluation such as:

1. READ 180 student progress reports
2. SciTec student progress reports
3. Accelerated Reader student progress reports
4. Learning Express

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

GOAL 8 STATEMENT:

Norland Middle School will promote the overall health and fitness of students by encouraging healthy behaviors and providing skills, knowledge and motivation that will lead to a lifelong commitment to wellness.

Needs Assessment

The National Physical Fitness Report indicates that there is a need to promote healthy behaviors and increased education on physical fitness and wellness so that 90 percent of the students who are tested earn Gold and Silver awards on the physical fitness test, as compared to 50 percent in 2004-2005.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 50 percent of the student population in grades six through eight who were tested will improve their physical fitness as evidenced by the 2005-2006 FITNESSGRAM results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the school's food services program.	Administrators	08/01/2005	05/26/2006
Enroll students in a physical education class.	Administrators, Counselors	08/01/2006	10/31/2005
Encourage parental involvement in students' health and nutrition.	Administrators, Teachers, Parents	08/01/2005	03/15/2006
Schedule a school-wide Field Day.	Administrators, Physical Education Teachers	03/01/2006	04/21/2006
Promote school-wide fitness and nutrition.	Administrators, Teachers, Counselors	08/01/2005	04/28/2006
Provide hearing, vision, and body mass index screening.	Administrators, Comprehensive Health Services, Science Teachers, Counselors	09/01/2005	12/15/2005

Research-Based Programs

Use the FITNESSGRAM test to complete Pre & Post test data of students in grades 6-8 in order to determine attainment of goals and objectives.

Professional Development

Provide in-service opportunities for students, staff, and parents to learn about current information regarding health and personal fitness.

Evaluation

The evaluation component will include the results from the FITNESSGRAM test for the year 2005-2006 as compared to 2004-2005.

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

District Strategic Plan

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

GOAL 9 STATEMENT:

Norland Middle School students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

A review of the current curricular trends indicates that the electives program enrollment has suffered due to state mandates requiring that students in the lowest quartile take an intensive reading class in lieu of an elective.

This trend indicates a need to increase by two percent the student enrollment in elective classes as evidenced by the number of students enrolled in one or more sections of elective classes in 2005-2006 (2563) as compared to the 2004-2005 (2571) school year.

Measurable Objective

The number of students participating in extra and co-curricular activities will increase by five percent for the 2005-2006 school year as compared to data derived from the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Solicit student input on future elective offerings for the extended day program.	Administrators, Counselors	03/01/2006	04/28/2006
Implement SECME (Science, Engineering Communication, Mathematics Enhancement Program).	Administrators, Teachers	08/01/05	05/12/06
Provide additional support for students in intensive classes, e.g. Saturday Academy, so that there is an opportunity for them to participate in the elective offerings.	Administrators, Counselors, Teachers, Parents	10/03/2005	03/31/2006
Provide a wider variety of course offerings in the extended day program through visual arts and performing arts.	Administrators, Teachers, Counselors	08/01/2005	10/06/2005

Research-Based Programs

Not Applicable

Professional Development

SECME Training, Inquiry-Based Science Training, Critical Thinking Training

Evaluation

Compare the number of students enrolled in elective classes for 2004-2005 to the number of students enrolled in elective classes in 2005-2006.

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 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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE (Florida Department of Education) indicate that in 2003, Norland Middle School ranked at the 62nd percentile on the State of Florida ROI (Return on Investment) index.

Measurable Objective

Norland Middle School will improve its ranking on the State of Florida ROI index publication from the 62nd percentile in 2003 to the 70th percentile on the next publication of the State of Florida ROI index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with district personnel to explore the most effective use of resources.	Administrators, EESAC	08/01/2005	05/26/2006
Research and utilize information on financial resources relative to school programs.	Administrators, EESAC	08/01/2005	04/28/2006
Continue school site support of community based organizations.	Administrators	08/01/2005	05/26/2006
Build a stronger community and private funding resource base.	Administrators, Career Specialist, CIS, EESAC, PTSA	08/01/2005	05/26/2006

Research-Based Programs

Not Applicable

Professional Development

Provide in-service training to promote a greater average per student return on investment.

Evaluation

Norland Middle School will show progress toward reaching the 70th percentile on the next State of Florida ROI (Return on Investment) index publication.

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 has recommended that funds be directed to various departments and teams to provide materials and equipment to enhance instruction.

Training:

The EESAC has recommended that all teachers be trained in CRISS Strategies.

Instructional Materials:

The ESSAC has recommended that funds be directed to various departments and teams to provide materials and equipment to enhance instruction.

Technology:

The EESAC has recommended that additional equipment be purchased for the areas of science and social studies and encourages administration to seek other sources to increase growing hardware needs.

Staffing:

The EESAC is presently satisfied with the staffing situation realizing that as a result of the drop in number of staff allocation has been affected.

Student Support Services:

The EESAC has recommended continuation of the outside counseling and tutoring services that are housed at our school.

Other Matters of Resource Allocation:

The EESAC is presently satisfied with the allocation of resources.

Benchmarking:

The EESAC has recommended continuation of the test practice strategies that we presently have in place.

School Safety & Discipline:

The EESAC has recommended continuation of the School-wide Discipline Plan.

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