
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6591 - North Dade Middle School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Eunice Davis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

North Dade Middle School

North Dade Middle School (NDMS) serves 932 students. The ethnic/racial makeup of the student population is 1.3 percent White, Non-Hispanic, 14.1 percent Hispanic, 81.5 percent Black (Non-Hispanic including many students of Haitian parents), 2.9 percent Asian/Indian or Multicultural. ESOL students make up 0.7 percent of the student population. A total of 80.1 percent of the student body receive free or reduced lunch. Established in 1957 as one of the first all Black high schools in Miami-Dade County, North Dade became a junior high school in 1968. In 1976, it was reconfigured to a middle school. In the late 1990s, a small International Affairs Magnet Program for Spanish/French language acquisition diversified the curriculum. In 2002, North Dade Middle School became an International Education Magnet. In 2005, the school became a candidate school for the International Baccalaureate Middle Years Programme (IBMYP). Today, North Dade Middle School is a school-wide magnet that proudly serves the highly diverse grandchildren of its founders and alumni. Presently, NDMS has a wide array of academic programs:

- A full gifted program throughout the curriculum in grade 6 with plans to expand to grades 7 and 8
- Advanced academics in which students can earn up to six high school credits
- The Inclusion Model for ESE students in reading, mathematics, science and social studies

In pursuit of academic excellence, the objectives of North Dade Middle School are:

Given instruction focused on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 51% scoring at or above Level 3 on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT) Reading.

Given instruction focused on the Sunshine State Standards, students in grades 6 through 8 will improve their mathematics skills as evidenced by 54% scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics.

Given instruction focused on the Sunshine State Standards, African-American students will improve their mathematics skills as evidenced by 50% scoring at or above Level 3 on the 2006 administration of the FCAT Mathematics.

Given instruction focused on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 56% scoring a 4.0 or higher on the 2006 administration of the FCAT Writing.

Given instruction focused on the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score of 272 on the 2006 administration of the FCAT Science.

Given the need to establish a link with home and community to support the efforts of improving the academic achievement of students, there will be a 5% increase in the level of parental participation in school activities from 2004-2005 to 2005-2006 as evidenced by sign-in sheets and logs.

Given an emphasis on student supervision and proactive strategies, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions from 2004-2005 to 2005-2006.

Given an emphasis on the use of technology, teachers will improve their technology skills as evidenced by 100% of the teachers using the electronic grade book in 2005-2006.

Given the need to emphasize health and physical fitness, 30% of students will demonstrate improved measures of cardiovascular, flexibility, and muscular strength endurance as measured by FITNESSGRAM standards on the 2006 FITNESSGRAM assessment.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in gifted classes will increase by 5% for the 2005-2006 as compared to the 2004-2005.

Given a schoolwide focus on effectiveness and efficiency, North Dade Middle School will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 45th percentile on the next publication of the index.

With regard to the self-assessment survey which employees completed, North Dade Middle School identified two areas for improvement based on the results of the survey. The two areas of improvement are found in the Business Results Category. They are: 7D- use of faculty/staff time and talents; and 7E- removal of things that get in the way of progress. The rationale for selection of these two areas for improvement was that the use of time and talent had the third lowest score (3.9) and the removal of things that get in the way of progress had the second lowest score (3.7). It was considered that the item with the lowest score (3.2) which corresponded to providing budgetary information to faculty/staff could be easily remedied.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

North Dade Middle School

VISION

We believe that students can be successful as they become critical and compassionate thinkers, lifelong learners and achievers in a global society through continuous professional development, consistent collegial collaboration and parental and community involvement

MISSION

The mission of North Dade Middle School International Education Magnet is to provide quality learning experiences for all students to further their intellectual, emotional, social and developmental skills. By implementing the International Baccalaureate Middle Years Programme (IBMYP), students will be prepared for twenty-first century careers in a global society.

CORE VALUES

North Dade Middle School promotes the formation of a well-rounded student who demonstrates multilingualism, intercultural awareness. The student should be well-grounded in Approaches to Learning (ATL), committed to communication through technology and service to community. The student should also demonstrate the creativity of Homo faber to transform society and make a positive impact on the environment. North Dade Middle School uses the Continuous Improvement Model (CIM) school-wide in a cycle of PDSA to improve student performance.

School Demographics

North Dade Middle School (NDMS) serves 932 students. The ethnic/racial makeup of the student population is 1.3 percent White, Non-Hispanic, 14.1 percent Hispanic, 81.5 percent Black (Non-Hispanic including many students of Haitian parents), 2.9 percent Asian/Indian or Multicultural. ESOL students make up 0.7 percent of the student population. A total of 80.1 percent of the student body receive free or reduced lunch.

Historically, North Dade Middle School has nurtured several generations of students from the surrounding neighborhood. Established in 1957 as one of the first all Black high schools in Miami-Dade County, it became a junior high school in 1968. In 1976, it was reconfigured to a middle school. In the late 1990s, a small International Affairs Magnet Program for Spanish/French language acquisition diversified the curriculum. In 2002, North Dade Middle School became an International Education Magnet. In 2005, the school became a candidate school for the International Baccalaureate Middle Years Programme (IBMYP). Today, North Dade Middle School is a school-wide magnet that proudly serves the highly diverse grandchildren of its founders and alumni. The strength of North Dade Middle School is its wide array of advanced and innovative academic programs:

- A full gifted program throughout the curriculum in grade 6 with plans to expand to grades 7 and 8
- Advanced academics in which students can earn up to six high school credits (two credits in Spanish or French, two credits in science- Earth Space Science and Biology), and two credits in mathematics Algebra I and Geometry)
- The Inclusion Model for ESE students in reading, mathematics, science and social studies

In a feeder pattern where enrollment in all schools has been dropping for a decade, enrollment at North Dade Middle School has increased dramatically over the past five years. The challenge for North Dade Middle School is to remediate intensively to improve the academic performance of students from the feeder pattern while at the same time providing enrichment for students recruited for the advanced academic classes. Intensified marketing of the advanced academic program and the attraction of the International Baccalaureate Middle Years Programme (IBMYP) which is implemented at the school attracts top-notch students from the feeder pattern and 16 additional elementary schools which are in the transportation zone of the magnet. Each year, North Dade Middle School numbers among its many alumni, high school valedictorians and salutatorians, and many college students on academic merit scholarships.

North Dade Middle School has been the recipient of many school awards such as:

- Silver Award (FCAT) Notable School Performance 1999 – 2000
- D-FY-It School of the Year District Award (Drug Free Youth in Town) 2000
- Gold Award (FCAT) Excellent School Performance 2000 – 2001
- Florida School Recognition Award (FCAT) Higher Academic Performance for All Students 2002
- North Dade Community Council 3 Award for Improving FCAT School Grade 2002

Additionally, North Dade Middle School has secured the following grants:

- Twenty- First Century Learning Grant
- Title I Grant
- Title V Grant
- Magnet Schools Assistance Program (MSAP) Grant
- Magnet Schools Assistance Program Extension (MSAP) Grant
- MetLife Community Bridge-Builders Grant
- Comprehensive School Reform (CSR) Grant

The self-assessment survey which employees completed pointed out two challenges for North Dade Middle School. The challenges

were found in the Business Results Category. They are: 7D- use of faculty/staff time and talents; and 7E- removal of things that get in the way of progress. The rationale for selection of these two areas for improvement was that the use of time and talent had the third lowest score (3.9) and the removal of things that get in the way of progress had the second lowest score (3.7). It was considered that the item with the lowest score (3.2) which corresponded to providing budgetary information to faculty/staff could be easily remedied.

The primary opportunities for improvement of North Dade Middle School are to improve the academic performance of economically-disadvantaged students and AYP subgroups.

School Foundation

Leadership:

The score of the Category for Leadership was 4.25. The organization and supervisors make the school mission clear (4.5) and use the school values to guide staff (4.4). The work environment is positive (4.3) and information is shared (4.4) including information which will help the faculty/staff in their careers (4.5). However, the organization should ask the faculty/staff for their opinions more frequently (4.0).

The administration of North Dade Middle School sets the direction of the school, shares the mission and vision and creates a positive working environment that involves all employees through the Leadership Team composed of the school's Administration, the Curriculum Council and the Middle Years Programme (MYP) Steering Committee. The Curriculum Council includes the administrators, department heads, reading and math leaders, the magnet lead teacher, a member of the Educational Excellence Advisory Council (EESAC) and the representative of United Teachers of Dade (UTD). The MYP Steering Committee is composed of members of the Curriculum Council and Areas of Interaction Leaders.

District Strategic Planning Alignment:

The overall score of the Category for Strategic Planning was 4.1. The school frequently asks for the opinion of faculty/staff (4.1) and they frequently what the organization plans for them (4.1). However, faculty and staff can tell with less frequency (4.0) if the organization is making progress on their work group's part of the plan.

The goals and objectives of North Dade Middle School are aligned with District strategic planning and school employees participate in the development of the school's goals. The school goals are developed by the Leadership Team with the collaboration of the Curriculum Council, the MYP Steering Committee and EESAC.

Stakeholder Engagement:

The overall score of the Customer and Market Focus was 4.2. The faculty/staff clearly identified the most important customers (4.5) but kept in touch with the customers with less frequency (4.2) and the customers told them what they needed at about the same frequency (4.1) as they were asked (4.1). Faculty/staff were frequently allowed to make decisions to solve problems for their customers (4.0).

Additionally, The School Climate Survey 2004 – 2005 Parent Form indicated North Dade Middle School scored higher than the average for all middle schools for the following criteria.

North Dade Middle School:

- Maintains high academic standards.
- Uses adequate disciplinary measures in dealing with disruptive students.
- Makes available textbooks, equipment, and supplies needed for learning.
- Effectively teaches students.
 - The basic academic skills in reading and in mathematics.
 - Speaking and writing correctly in English.
 - Investigation of problems in science.
 - Critical thinking and reasoning to solve problems.

- Good study and work habits.
- Getting along with different kinds of people.

The parents who responded believe that

- The principal does an effective job running my child's school.
- The principal is available and easy to talk to
- The assistant principals are effective administrators.

The parents also believe that North Dade Middle School teachers:

- Make learning interesting and relevant.
- Motivate students to learn.
- Take an interest in students' educational future.
- Are knowledgeable and understand their subject matter
- Assign meaningful homework that helps students learn.
- Do their best to include me in matters directly affecting the child's progress in school.
- Children get a good education at this school.

The School Climate Survey 2004 – 2005 Staff Form indicated that North Dade Middle School scored higher than the average for all middle schools for the following criteria:

- Faculty/staff felt safe and secure.
- The school building is kept clean and in good condition.
- Personnel work together as a team.
- Administrators solve problems effectively.
- Their ideas are listened to and considered.
- Students generally come to class at the beginning of the term prepared for the grade level or courses.
- They are satisfied concerning how their careers are progressing at this school.
- They have a feeling of job security in their present positions.
- They like working at this school.
- Staff morale is high at the school.
- Annual teacher evaluations are fair and reasonable and are used to improve teacher performance.
- In-service programs keep teachers informed of the latest educational strategies.
- Students in the school are receiving a good education.
- The overall climate or atmosphere at the school is positive and helps students learn.

With regard to the principal, the NDMS staff indicated that the principal:

- Is an effective administrator.
- Represents the school in a positive manner.
- Demonstrates good interpersonal skills.
- Deals with conflict constructively.
- Responds in a reasonable time to their concerns.
- Treats the staff with respect.

The School Climate Survey 2004 – 2005 Student Form indicated that students responses met the District average for all middle schools for the following:

- The teachers require that the student work very hard for the grade he/she earned.

- The teachers know a lot about the subjects they teach.
- The teachers are interested in how the student does in the future.
- The teachers let the student know how he/she is doing on school work.
- The adults at the school care about the student as an individual.
- The students like coming to school.

Faculty & Staff:

The overall score for the Human Resource Focus Category was 4.2. Faculty/staff felt that they can frequently make changes to improve their work (4.3). The faculty/staff felt less frequently that the people they work with cooperated and worked as a team (4.2) or that their supervisors encouraged them to develop their job skills to advance their careers (4.2)

Teacher Mentoring Programs:

The teacher mentoring program of North Dade Middle School follows the guidelines of the District Professional Assessment and Comprehensive Evaluation System (PACES). New teachers attend a series of on-site and district orientation programs to familiarize them with the programs and procedures of Miami-Dade County Public Schools. The school administration meets with the new teachers on a regular basis including teacher workdays. The department heads guide the new teachers to ensure that they understand their teaching assignments, the electronic gradebook, and implement effective classroom management strategies. Annual contract teachers are assigned a professional growth team and an individual mentor to guide and support them through their first professional year. The school administration provides educational leadership to all teachers and provides professional development workshops tailored to strengthen teachers' educational delivery and to increase student achievement.

Data/Information/Knowledge Management:

The overall score for the Measurement, Analysis and Knowledge Management Category was 4.4. Faculty and staff clearly know how to measure the quality of their work (4.5), and analyzed the quality of their work to see if changes are needed (4.5). They also clearly know how the measures they use in their work fit into the organization's overall measures of improvement (4.5). With less frequency, the faculty/staff felt that they received all the important information they needed to do their work (4.2) or the information they needed to know how the organization was doing (4.2).

Education Design:

The overall score of the Process Management Category (4.0) was the lowest of all the categories. Even so, faculty/staff frequently collected data about the quality of their work (4.1) and had good processes for doing their work (4.1). To a lesser degree, they felt they had control over their work processes (4.0). However, the greatest area of concern to the faculty/staff was getting all the resources they need to do their jobs (3.9).

Extended Learning Opportunities:

Extended learning opportunities in the form of after-school tutorials are provided to all students and in particular to students at FCAT Levels 1 and 2 for reading and mathematics. The after-school tutorials are benchmarked to the strands of greatest need for each student.

School-wide Improvement Model:

The Continuous Improvement Model (CIM) is used to determine the remediation and enrichment on an individualized basis for each student.

Advanced Courses Initiatives & Post Unitary Commitments:

North Dade Middle School strives to identify diverse populations of students who can be successful in advanced academic courses.

Performance Results:

The overall score for the Business Results Category was 4.1. Faculty/staff felt that their work products met all the requirements for high quality and excellence (4.4) and they were satisfied with their jobs (4.4). They also felt that their customers were satisfied with their jobs (4.3). To a lesser degree, faculty/staff felt that the organization helps them to help their community (4.0) and to a much lesser degree uses their time and talents well (3.9). Of great concern was the degree to which the organization removes things that get in the way of progress (3.7) and in not knowing how well the organization was doing financially (3.2).

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

North Dade Middle School contacts Schools of Education of local universities and attends teacher recruitment fairs. Peer recruitment is also done. Highly qualified teachers are retained through mentorship, administrative support, provision of adequate resources and professional development.

• Highly Qualified, Certified Administrators:

Mrs. Eunice J. Davis has been the principal of North Dade Middle School for eight years. The 2005 – 2006 school year marks her ninth year as principal of this school. She has also served as principal of Campbell Drive Middle School for one year. She has been an educator for thirty one years with Miami-Dade County Public Schools. Thirteen of those years were served in an administrative capacity. Her other educational experiences have included teaching junior high/middle school languages arts and reading. She has also served as language arts department chair at the junior high and English department chair at the senior high level. During Mrs. Davis' tenure as principal of North Dade Middle School, the school has received many awards, such as: Gold Award (FCAT) for excellent school performance; Silver Award (FCAT) for notable school performance (2 years); Florida School Recognition Award (FCAT) for higher academic performance for all students; North Dade community Council 3 Award for improving FCAT school grade. Mrs. Davis has received several awards directly related to enhancing academic achievement for all students at the school, namely: District Finalist Principal of the Year, Access Center I; Outstanding Principal, Rotary Civic Club of Opa-Locka; Educator of the Year, Sigma Gamma Rho Sorority; Community Builder Award, ICB Productions, 2004; Principal of the Year, Community Building Award, 2005; "Read to Lead" Outstanding Leadership Award 2005 presented by Dr. Robert B. Ingram, 27th Annual Founder's Day Honor for Exemplary Performance in the Field of Education, 2005 presented by the National Association of Negro Business and Professional Women's Club, Booker T. Washington Alumni Association "Living Legends Award", 2005. Mrs. Davis is currently pursuing her doctoral degree in organizational leadership.

Mrs. Zulaima K. Sarmiento holds a Bachelor of Science degree in Industrial Engineering and a Master of Science degree in Educational Leadership. She came to Miami-Dade County Public Schools from industry 15 years ago, wanting to make a difference in the lives of children and of other educators. She taught mathematics at the high school level for nine years. Her teaching experience ranges from drop-out prevention to advanced academics, from basic mathematics to honors pre-calculus. These varied teaching experiences provided her with a strong pedagogical foundation. As a high school teacher, she also served as chairperson of the Students At-Risk Program and sponsored several extracurricular activities and clubs. For the last five years, she has worked as an Educational Specialist for Regional Center 1. As an Educational Specialist, she planned and coordinated the Regional Center inservices that focused on the Sunshine State Standards benchmarks in the areas of reading, writing, mathematics, and science, conducted vertical and horizontal articulation meetings with teachers and school-site administrators, planned and developed mathematics leadership teams, and reviewed and recommended instructional programs. Additionally, she worked closely with school-site administrators, assisting them with analyzing FCAT data as it relates to their school improvement and state accountability. Her service on several Florida Department of Education (DOE) committees for the past three years has given her an insight into the educational direction that the state is taking and the areas of instruction in which teachers need to place emphasis. She has served on the DOE FCAT Mathematics Item Review, Rangefinder, and Standards Setting Committees, as well as FCAT-NRT Content Advisory Committees. Ms. Sarmiento takes pride in being a product of the Miami-Dade County Public Schools and in her position as Assistant Principal for curriculum at North Dade Middle School, an International Education Magnet.

Assistant Principal, Mr. James Barker, has been in education for twenty-seven years serving in the capacity of Science Instructor for seventeen years and as an Assistant Principal for 11 years. Mr. Barker has served as the principal's designee for the previous six years. In his seventeen years as a classroom teacher, Mr. Barker has held positions as a varsity coach, interdisciplinary team leader, department chairperson, member of and chairperson of the school-wide Advisory (Steering) Committee. As an Assistant Principal, Mr. Barker has been an active member of the Educational Excellence School Advisory Committee (EESAC), and has been responsible for supervising several critical academic disciplines including Exceptional Student Education, Mathematics, and Science. Mr. Barker has assisted with the development of the School Improvement Plan (SIP) and has been diligent in the supervision of classroom instruction. Additionally, Mr. Barker has provided the faculty with Professional Ethics Training as part of a district-wide initiative. With his current completion of a two year Executive Training Program (ETP), Mr. Barker is eligible to interview for Principal positions. Mr. Barker's leadership experiences and professional development have positively impacted the professional development of his colleagues, faculty and staff as well as enhancing classroom instruction and student achievement.

• Teacher Mentoring:

The teacher mentoring program of North Dade Middle School follows the guidelines of the District Professional Assessment and Comprehensive Evaluation System (PACES). New teachers attend a series of on-site and district orientation programs to familiarize them with the programs and procedures of Miami-Dade County Public Schools. The school administration meets with the new teachers on a regular basis including teacher workdays. The department heads guide the new teachers to ensure that they understand their teaching assignments, the electronic grade book, and implement effective classroom management strategies. Annual contract teachers are assigned a professional growth team and an individual mentor to guide and support them through their first professional year. The school administration provides educational leadership to all teachers and provides professional development workshops tailored to strengthen teachers' educational delivery and to increase student achievement.

• School Advisory Council:

Educational Excellence Advisory Committee (EESAC)

• Extended Learning Opportunities

Extended learning opportunities in the form of after-school tutorials are provided to all students and in particular to students at FCAT Levels 1 and 2 for reading and mathematics. The after-school tutorials are benchmarked to the strands of greatest need for each student. If funding permits, Saturday school will be implemented four weeks prior to FCAT testing.

• School Wide Improvement Model

Continuous Improvement Model (CIM)

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve reading for all students commensurate with state standards.

Needs Assessment

The results of the 2005 FCAT Reading indicate that 52% of students in grades 6 through 8 did not meet high standards, 38% did not make learning gains, and 35% of the struggling students did not make a year's worth of progress. A detailed analysis of the reading scores revealed that students in grades 6 through 8 were weakest in comparison/contrast and reference/research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 focused on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 51% scoring at or above Level 3 on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT) Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	9/29/2005	9/29/2005
2. Utilize the District's Scope and Sequence.	Administrators, Reading Coach, Reading Teachers, Language Arts (LA) Teachers	8/8/2005	5/24/2006
3. Use Student Performance Indicators (SPI) to identify Levels 1 and 2 students.	Principal, APC, Reading Coach	8/8/2005	11/30/2005
4. Schedule Levels 1 and 2 students in intensive reading class.	APC, Counselors, Registrar	7/11/2005	9/30/2005
5. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/11/2005	1/9/2006
6. Develop instructional timeline based on student data.	Administrators, Reading Coach, Reading Teachers, Language Arts (LA) Teachers	8/1/2005	1/13/2006
7. Provide after school tutorials for low performing students, including the African-American subgroup, three days per week, from 4:00 to 5:30 p.m., and evaluate progress with pre/post test.	Principal, After School Program Coordinator	8/22/2005	2/28/2006
8. Implement the Read 180 program for Level 1 students.	Administrators, Reading Coach, Reading Teachers	9/3/2005	5/24/2006
9. Use the Accelerated Reader program school-wide.	Administrators, Media Specialist, LA Teachers	8/8/2005	5/24/2006
10. Create interdisciplinary projects.	Administrators, Middle Years Program (MYP) Coordinator, Social Studies Teachers	10/7/2005	4/7/2006
11. Implement and use the "Word of the Day" school-wide.	Administrators, Media Specialist, LA Teachers, Social Studies Teachers	8/8/05	5/19/06
12. Assign paraprofessionals to intensive reading classes to assist with small group instruction.	Principal, APC, Reading Teachers	8/8/05	5/24/06
13. Implement a read-a-loud activity where teachers with no homeroom class read to students	Administrators, Reading Coach, Curriculum Council Members	9/26/05	5/19/06

during homeroom.	
------------------	--

Research-Based Programs

Continuous Improvement Model (CIM)

Read 180

Bridges to Literature

CREating Independence through Student-owned Strategies (CRISS)

Professional Development

CIM

Read 180

CRISS

CRISS Refresher

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. District and school assessments will be used to monitor progress.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Improve mathematics for all students commensurate with State standards.

Needs Assessment

The results of the 2005 FCAT Mathematics indicate that 49% of students in grades 6 through 8 did not meet high standards and 34% did not make learning gains. A detailed analysis of the mathematics scores revealed that students in grades 6 through 8 were weakest in measurement and algebraic thinking.

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

Measurable Objective

Given instruction focused on the Sunshine State Standards, students in grades 6 through 8 will improve their mathematics skills as evidenced by 54% scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics.

Given instruction focused on the Sunshine State Standards, African-American students will improve their mathematics skills as evidenced by 50% scoring at or above Level 3 on the 2006 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	9/29/05	5/24/06
2. Utilize the District's Scope and Sequence.	Administrators, Mathematics Teachers	8/8/05	5/24/06
3. Use Student Performance Indicators (SPI) to identify Levels 1 and 2 students.	Principal, APC, Mathematics Teachers	8/8/05	11/30/05
4. Schedule Levels 1 students in intensive mathematics class.	APC, Counselors, Registrar	7/11/05	9/30/05
5. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/11/05	1/9/06
6. Develop instructional timeline based on student data.	Administrators, Mathematics Teachers	8/1/05	1/13/06
7. Provide after school tutorials for low performing students, including the African-American subgroup, three days per week, from 4:00 to 5:30 p.m., and evaluate progress with pre/post test.	Principal, After School Program Coordinator	8/22/05	2/28/06
8. Increase the use of manipulatives.	Administrators, Mathematics Teachers	8/8/05	5/24/06
9. Provide reinforcement of mathematics through instruction in other disciplines.	Administrators, Enrichment Department	8/8/05	5/24/06
10. Increase use of cooperative learning activities.	Administrators, Mathematics Teachers	8/8/05	5/24/06
11. Use CRISS in mathematics classes.	Administrators, Reading Coach, Mathematics Teachers	8/8/05	5/24/06

Research-Based Programs

CIM

Applications and Concepts by Glencoe

CRISS

Professional Development

CIM

FCAT Explorer

CRISS

CRISS Refresher

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. District and school assessments will be used to monitor progress.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Improve writing for all students commensurate with State standards.

Needs Assessment

The results of the 2005 FCAT Writing indicate that 23% of students in grade 8 did not meet high standards, and only 53% scored a 4.0 or higher. A detailed analysis of the writing scores revealed that students in grade 8 were weakest in persuasive writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 focused on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 56% scoring a 4.0 or higher on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	9/29/05	5/24/06
2. Utilize the District's Scope and Sequence.	Administrators, Language Arts (LA) Teachers	8/8/05	5/24/06
3. Expose students to samples of good writing.	Administrators, LA Teachers	8/8/05	5/24/06
4. Provide students with structured outline or graphic organizers to assist with the planning process, including formats for expository and persuasive writing.	Administrators, LA Teachers	8/8/05	5/24/06
5. Implement the Six Traits of Writing.	Administrators, LA Teachers	8/8/05	5/19/06
6. Use CRISS strategies.	Administrators, Reading Coach, LA Teachers	8/8/05	5/19/06
7. Implement a timeline for writing essays across the curriculum.	Administrators, LA Teachers	8/8/05	5/19/06
8. Implement and use the "Word of the Day" school-wide to increase students' vocabulary.	Administrators, Media Specialist, LA Teachers, Social Studies Teachers	8/8/05	5/19/06
9. Use daily warm-ups to improve students' correct use of grammar.	Administrators, LA Teachers	8/8/05	5/19/06
10. Increase student participation in school and District writing contests.	Administrators, LA Teachers	8/8/05	5/19/06

Research-Based Programs

CIM

The Language of Literature by McDougal Littell

CRISS

Six Traits of Writing Program

Professional Development

CIM

CRISS

CRISS Refresher

Six Traits of Writing

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. District and school assessments will be used to monitor progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Improve science for all students commensurate with State standards.

Needs Assessment

The results of the 2005 FCAT Science indicate that the mean score of students in grade 8 was three points below the District mean scale score and 22 points State mean scale score. A detailed analysis of the science scores revealed that students in grade 8 were weakest in earth and space.

Measurable Objective

Given instruction focused on the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score of 272 on the 2006 administration of the FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	9/29/05	5/24/06
2. Utilize the District's Scope and Sequence.	Administrators, Science Teachers	8/8/05	5/24/06
3. Develop and implement an instructional timeline.	Administrators, Science Teachers	8/1/05	5/19/06
4. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/11/05	1/9/06
5. Conduct weekly experiments that focus on the experimental design model.	Administrators, Science Teachers	8/8/05	5/24/06
6. Execute a school-wide science fair.	Administrators, Science Department Chairperson	8/8/05	5/24/06
7. Increase the use of technology in science classes.	Administrators, Science Teachers	8/8/05	5/24/06
8. Provide peer review opportunities.	Administrators, Science Teachers	8/8/05	5/24/06
9. Emphasize problem-solving skills in all classes.	Administrators, Science Teachers	8/8/05	5/24/06
10. Develop students' scientific literacy.	Administrators, Science Teachers	8/8/05	5/24/06
11. Use CRISS in science classes.	Administrators, Reading Coach, Science Teachers	8/8/05	5/24/06

Research-Based Programs

CIM

Science Voyager by Glencoe

CRISS

Professional Development

CIM

CRISS

CRISS Refresher

Evaluation

This objective will be evaluated by the results of the 2006 FCAT. District and school assessments will be used to monitor progress.

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 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 type="checkbox"/>

GOAL 5 STATEMENT:

North Dade Middle School will improve parental involvement for all students commensurate with the National PTA standards for parental involvement.

Needs Assessment

Data from the Year-End Progress on School Improvement Plan Objectives for 2004 – 2005 indicate that there is a need to increase parental involvement. The level of parental involvement of low performing students in reading and mathematics needs to be a major focus to increase student academic achievement. The lack of participation and support is due to several factors, such as single- parent homes, non-parental guardianship, foster care, low economic status, and lack of transportation. The 2004 – 2005 School Climate Survey also showed that 18 percent of parent respondents believed that teachers are not friendly or easy to talk to and 33 percent of parent respondents did not believe that school and law enforcement authorities worked together to keep the school free of violence.

Measurable Objective

Given the need to establish a link with home and community to support the efforts of improving the academic achievement of students, there will be a 5% increase in the level of parental participation in school activities from 2004-2005 to 2005-2006 as evidenced by sign-in sheets and logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Carry out a marketing campaign to increase parental awareness of school and law enforcement collaboration.	Principal, Assistant Principal, Teacher Dean, Magnet Lead Teacher, Parent Involvement Specialist (CIS)	10/17/05	01/31/06
2. Collaborate with community partners to improve parenting skills of parents of at-risk students.	Principal, Assistant Principal, CIS, Student Services Department, Magnet Lead Teacher	09/20/05	01/31/06
3. Conduct workshops on school campus and in the community for: strategies to support FCAT reading, mathematics, writing and science efforts, and others.	Administrators, Reading Coach, Mathematics Department Chairperson, Science Department Chairperson, CIS	10/20/05	05/06/06
4. Initiate campaign to increase volunteer presence in the school.	Administrators, CIS, Dade Partners, Magnet Lead Teacher	10/06/05	05/06/06
5. Increase parent involvement in alternatives to suspension.	Administrators, Activities Director, Student Services Chair	10/05/05	05/19/06
6. Conduct sensitivity training for faculty and staff.	Administrators, Community Partners, Student Services, Magnet Lead Teacher	10/18/05	12/06/06

Research-Based Programs

PTSA

CIM

Professional Development

Sensitivity Training for faculty/staff

Evaluation

This objective will be evaluated by comparing school activities sign-in sheets and logs from 2005-2006 to 2004-2005.

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

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 6 STATEMENT:

Establish procedures to reduce the number of outdoor suspensions and the number of missed school days due to outdoor suspensions.

Needs Assessment

A review of disciplinary records from the 2004-2005 school year indicated that 227 outdoor suspension referrals were written. This resulted in 1,103 missed school days, indicating a need for improvement in this area.

Measurable Objective

Given an emphasis on student supervision and proactive strategies, student behavior will improve as evidenced by a 5% decrease in the number of outdoor suspensions from 2004-2005 to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct teacher workshops on classroom management.	Assistant Principal for Discipline	9/29/05	5/24/06
2. Provide students counseling and skills in conflict mediation.	Administrators, Counselors	9/29/05	5/24/06
3. Schedule monthly meetings with beginning teachers and teachers new to the school to provide resources and assistance in classroom management.	Principal, Assistant Principals	9/29/05	5/24/06
4. Assign colleagues as mentors to teachers needing assistance in classroom management.	Assistant Principal for Discipline	9/29/05	3/31/06
5. Incorporate ethics training in students' humanities curriculum.	Administrators, Humanities Teachers	10/03/05	11/30/05
6. Conduct Guided Classroom Lessons.	Administrators, Counselors	9/29/05	5/24/06

Research-Based Programs

CIM

PTSA

Professional Development

New Teacher Support: "Beyond Being A Survivor"

Effective Classroom Management

"It Did Not Have To Happen" training

Evaluation

This objective will be evaluated by comparing the number of outdoor suspensions during 2005-2006 with the number of outdoor suspensions the prior year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

North Dade Middle School will increase the teachers' use of technology in the classroom.

Needs Assessment

Less than 70% of the teachers were using the electronic grade book to complement traditional classroom resources during the 2004-2005 school year. The NCLB suggests that all teachers use technology as an innovative method of delivery to assist students in mastering the objectives determined by the Sunshine State Standards.

Measurable Objective

Given an emphasis on the use of technology, teachers will improve their technology skills as evidenced by 100% of the teachers using the electronic grade book in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct meeting to discuss technology goals.	Principal, Assistant Principal for Curriculum (APC), Middle Years Program (MYP) Coordinator, Technology Coordinator, Microsystems Technician	8/1/05	9/2/05
2. Generate professional development calendar.	APC, MYP Coordinator, Technology Coordinator	9/6/05	10/21/05
3. Solicit technology cohort group.	APC, MYP Coordinator, Technology Coordinator, Microsystems Technician	9/6/05	10/21/05
4. Conduct professional development workshops on the use of the electronic gradebook.	APC, MYP Coordinator, Technology Coordinator	10/24/05	4/28/06
5. Implement the electronic grade book school wide.	Principal, APC, MYP Coordinator, Technology Coordinator	10/30/05	4/28/06
6. Assess the progression of usage among teachers.	Principal, APC, MYP Coordinator, Technology Coordinator	10/30/05	5/19/06

Research-Based Programs

CIM

Read 180

Professional Development

CIM

Electronic Grade Book

Read 180

Easy Tech

Microsoft Word

Microsoft Access

Microsoft Power Point

Webquests

Inspiration

Atomic Learning

FCAT Explorer

E-Instruction

Evaluation

This objective will be evaluated by 100% of the teachers using the electronic grade book in 2005-2006. Progress will be monitored each grading period.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

North Dade Middle School will improve the students' measures of cardiovascular, flexibility and muscular strength endurance.

Needs Assessment

Only 21% of the physical education FTE were award winners in the FITNESSGRAM test summary for 2004 – 2005. This resulted in a need to focus on improving the physical education program at North Dade Middle School.

Measurable Objective

Given the need to emphasize health and physical fitness, 30% of students will demonstrate improved measures of cardiovascular, flexibility, and muscular strength endurance as measured by FITNESSGRAM standards on the 2006 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct physical education pre- and post-tests to assess student/school improvement in specific measures of cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Teacher	10/17/05	05/19/06
2. Participate in intra-mural competitions.	Administrators, Physical Education Teacher	11/07/05	05/19/06
3. Monitor progress of student performance in specific measures of cardiovascular strength and endurance.	Administrators, Physical Education Teacher	11/07/05	05/19/06
4. Conduct a parent workshop for family physical fitness awareness.	Administrators, Physical Education Teacher	11/07/05	04/21/06
5. Assist students in setting individualized physical fitness goal.	Administrators, Physical Education Teacher	11/07/05	01/31/06
6. Provide incentives for students who meet their individualized physical fitness goal.	Administrators, Physical Education Teacher	02/01/06	5/19/06

Research-Based Programs

CIM

FITNESSGRAM

Professional Development

CIM

Horizontal articulation of middle school physical education teachers

Evaluation

This objective will be evaluated by the 2006 administration of the FITNESSGRAM. Progress will be monitored throughout the year.

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:

Increase the number of students enrolled in gifted classes.

Needs Assessment

The 2004-2005 course offering for gifted students was limited to language arts. Students did not have the opportunity to take gifted courses in other subject areas.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in gifted classes will increase by 5% for the 2005-2006 as compared to the 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Enhance internal and external articulation strategies.	Assistant Principal for Curriculum (APC), Student Services Department	8/04/05	3/24/05
2. Increase the number of teachers with gifted endorsement.	Principal, APC	8/05/05	5/24/06
3. Conduct parent awareness workshops.	Principal, APC, Community Involvement Specialist (CIS)	9/21/05	4/28/06
4. Market gifted and advanced academic programs in community.	Principal, APC, CIS	9/21/05	5/24/06
5. Enhance recruitment activities.	Administrators, Magnet Lead Teacher	8/04/05	5/24/06
6. Increase gifted course offerings.	Principal, APC	8/08/05	5/24/06

Research-Based Programs

CIM
PTSA
CRISS

Professional Development

CIM
CRISS
Division of Advanced Academic Programs Workshops
Gifted Endorsement Classes

Evaluation

This objective will be evaluated by the District gifted enrollment data for 2005-2006 as compared to 2004-2005.

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:

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

Needs Assessment

The most recent data from the FLDOE indicate that in 2003, North Dade Middle School ranked at the 39th percentile on the State of Florida ROI index.

Measurable Objective

Given a schoolwide focus on effectiveness and efficiency, North Dade Middle School will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 45th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Research the use of financial resources in relation to school programs.	Principal, Assistant Principals	10/20/05	5/24/06
2. Collaborate with the District and the Regional Center regarding resource allocations.	Principal, Assistant Principals	9/26/05	5/24/06
3. Review resources, such as volunteer networks and Dade Partners.	Principal, PTSA, Career Counselor, Community Involvement Specialist (CIS)	9/8/05	5/24/06
4. Create partnership with community agencies.	Principal, Career Counselor, CIS	9/8/05	5/24/06
5. Research the possibility of sharing facilities with community agencies.	Principal, Career Counselor, CIS	9/8/05	5/24/06

Research-Based Programs

CIM

PTSA

Read 180

Bridges to Literature

The Language of Literature by McDougal Littell

Applications and Concepts by Glencoe

Science Voyager by Glencoe

CRISS

Professional Development

CIM

CRISS

CRISS Refresher

Evaluation

On the next State of Florida ROI index publication, North Dade Middle School will show progress toward reaching the 45th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

Budget monies have been approved by EESAC for tutorials, supplemental instruction materials, and after- school detention.

Training:

EESAC members are made aware of opportunities for compliance training and school improvement initiatives via workshops and in-services (District).

Instructional Materials:

Instructional materials, such as Weekly Readers, have been approved for Social Studies.

Technology:

EESAC has assisted parents in the awareness of the electronic gradebook, teacher websites, the North Dade Middle School website and other computer-based programs to assist their children in achieving academic excellence.

Staffing:

Hourly staff members have been hired for after-school tutorials, Saturday school, and after- school detention.

Student Support Services:

The EESAC Student Representative, or alternate, contributes to EESAC meeting discussions for FCAT Benchmarks and overall school improvement.

Other Matters of Resource Allocation:

Funds have been spent for books for the Book of the Month Club and end-of-the-year Accelerated Reader Awards.

Benchmarking:

Benchmarking data is collected for quarterly FCAT Reading Comprehension, Writing, Math and Science. Data are reviewed with EESAC members for their input for SIP and continuous data-driven objectives for students improvement on FCAT.

School Safety & Discipline:

EESAC sponsors the After- School Detention Program as an alternative to suspension and approved EESAC monies for updated school radios to maximize school safety.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent