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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6631 - North Miami Middle School

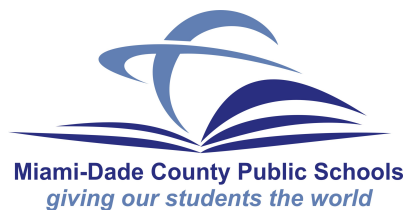
*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Arnold Montgomery

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *North Miami Middle School*

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North Miami Middle School strives to prepare its students for success. We have created academic programs with specialized courses designed to meet the needs of students who require assistance in reading, writing, mathematics, and science. This model enables our students to master the essential content necessary to be successful on standardized tests. In an effort to improve student achievement this plan will focus on North Miami Middle School's objectives along with strategies in the areas of reading, writing, mathematics, science, parental involvement, discipline and safety, technology, health and fitness, electives and special areas and our return on investment. Our focus will be in curricular planning and preparation. The school has developed an instructional plan that will include: staff development, instructional delivery, collaboration, vertical and horizontal team planning, and monitoring of student progress. Through the promotion of parent and community involvement, North Miami Middle School will ensure that educational experiences promoting higher order thinking and character education will afford our students the opportunity to meet with success.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grade eight will increase their writing performance as evidenced by 73 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, African American students in grade eight will improve their writing performance by 1 percent as evidenced by 84 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grade eight will improve their writing performance by 1 percent as evidenced by 83 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade eight will improve their writing performance by 1 percent as evidenced by 85 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grade eight will improve their writing performance by 1 percent as evidenced 61 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade eight will improve their writing performance by 1 percent as evidenced by 59 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based 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 272, to meet the district average, as evidenced by the 2006 FCAT Science Test.

Given school-wide emphasis on parental involvement in the education of our students, there will be a 30% increase in participation in school-wide activities from 851 parents attending at least one school activity in the 2004-2005 school year to 1106 in the 2005-2006 school year.

Given instruction using the Student Code of Conduct, students will improve their behavior as evidenced by a five percent decrease in the number of outdoor suspensions from 1534 during the 2004-2005 school year to 1457 during the 2005-2006 school year.

Given instruction based on computer literacy standards, North Miami Middle School will increase teacher usage of technology by 25% percent from 1.1 to 1.375, by the 2006 STAR School Survey.

Given instruction based on the results of the FITNESSGRAM Test, students in grades six through eight enrolled in Physical Education classes, will improve their physical fitness levels by an increase of three percent in the number of award winners from 52% to 55% as evidenced by the 2005-2006 results.

Given increased attention and appreciation for the arts, the number of participants involved in after-school curricular activities will increase 25% from 62 in 2004-2005, to 78 in 2005-2006.

North Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2003 to the 50th percentile on the next publication of the index.

The results of the 2005 Organizational Performance Self Assessment Survey, indicated that stake holders are generally satisfied with the leadership, instructional program, customer and market focus. Additional effort needs to be applied to disseminating financial information to all stakeholders.

# 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 Miami Middle School

### VISION

The vision of North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures and nurtures self-esteem. In an effort to improve academic achievement and promote life long contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a confusing and tumultuous world.

### MISSION

The mission of North Miami Middle School is to provide a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to excellence and achievement of our goals.

### CORE VALUES

North Miami Middle School believes that every student should be encouraged to achieve his/her highest potential and that it is our responsibility as a school community to provide the tools and resources necessary to achieve this goal. As a school, we serve as a model for the tradition and values of American culture while fostering respect for all people. Our driving force is to increase student achievement in reading, writing, mathematics, and science, allowing our students the opportunity to be competitive in the world of work.

## *School Demographics*

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North Miami Middle School is a comprehensive middle school built on a 3.9-acre campus located in North Miami. The community that the school serves is comprised of people predominantly of Haitian descent and can be classified as a low socioeconomic and disadvantaged area, with the majority of its residents residing in rental properties.

North Miami Middle School has identified several issues that challenge student learning and achievement. Most prevalent are: high mobility rates, a large ESOL population, and high percentages of our students are reading below state standard expectations. The majority of our students come from families where English is not spoken and parent literacy is minimal. This trend severely limits the amount of assistance parents can provide at home. Additionally, visits to the home by the school social worker, as well as the Community Involvement Specialist, indicate that long working hours preclude parents from spending quality time with their children. Lack of parental input has made it difficult for our students to be organized, manage time effectively, and for staff to convince the students that home learning and reading are essential to their future success. While the majority of our students speak English, they are limited in vocabulary and reading readiness. Our students are limited in their exposure to cultural and social experiences outside of their immediate community and the need for support is evident in multicultural understanding. The need for academic improvement and individualized instruction has been clearly defined by the data presented on the 2005 Florida Comprehensive Assessment Test.

The current population is composed of 1355 students comprising of 85 percent Black-Non Hispanic, 12 percent Hispanic, one percent Asian/Indian Multi-racial, and one percent White Non-Hispanic. The students enrolled in our school come from diverse backgrounds and many have special needs. There are 79 classroom teachers, 12 ESE teachers, three guidance counselors, a TRUST counselor, a Career Specialist, two Reading Coaches, a Math Leader, and eight paraprofessionals. There are four administrators, (one principal, and three assistant principals) who supervise all school activities and functions. The instructional staff consists of 37 percent male and 63 percent female. Twenty-nine percent of the staff has Master's Degrees and ten percent have Specialist or PhD degrees. The ethnic/racial makeup is 29 percent White Non-Hispanic, 49 percent Black Non-Hispanic, 16 percent Hispanic, and five percent Asian.

North Miami Middle School provides additional opportunities to enhance student achievement. These include an after-school tutorial program emphasizing intensive instruction in math and reading, in addition to an early-bird and after school PLATO course recovery program. ESE students will learn along-side their peers through an inclusion program across all grade levels and exceptionalities. Several research-based programs including CRISS, Read 180, Elements of Literature, Bridges to Literature, Quick Reads, Making Words, Making Big Words, Direct Instruction, Differentiated Instruction, Reciprocal Teaching, School Wide Read Aloud, Class Works, and the Accelerated Reader program, Plato Course Recovery Program, River Deep, SciTech, and FCAT Explorer will be implemented to assist students in making maximum progress.

The School Accountability Report revealed that 29 percent of the student population met High Standards in Reading, 34 percent in Mathematics, and 68 percent in Writing. Only 61 percent of the student population made learning gains in Reading, 69 percent in Mathematics, and 76 percent of the lowest twenty-five percent made adequate progress in Reading on the 2005 Florida Comprehensive Assessment Test. The 2004-2005 Adequate Yearly Progress Report, indicated that although AYP was not achieved, students in all subgroups are continuing to make great strides scoring at or above grade level in Reading, Writing, and Mathematics. The report indicated that 23 percent of the African American students scored at or above grade level, 35 percent of Hispanic students scored at or above grade level in Reading, 25 percent of Economically Disadvantaged students scored at or above grade level in Reading, 10 percent of Limited English Proficiency students scored at or above grade level in Reading, and 9 percent of Students with Disabilities scored at or above grade level in Reading. Mathematic scores indicated that students in the following sub-groups scored at or above grade level; 28 percent of African American students, 42 percent Hispanic, 30 percent Economically Disadvantaged, 14 percent Limited English Proficiency students, and 11 percent of Students with Disabilities scored

at or above grade level.

# *School Foundation*

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## ***Leadership:***

The faculty and staff of North Miami Middle School believe that the leadership has conveyed the mission and vision of the school in a clear manner and that the message is shared universally throughout the building. This category received the highest ranking (4.3) on the Organizational Performance Self-Assessment Survey (OPSAS) completed in September 2005. A positive work environment has been created by the leadership team and faculty members feel well-guided and informed about decisions that are made school wide and by the district. Additionally, they believe that the professional and personal growth of the faculty is valued and that opportunities are provided to promote this growth.

## ***District Strategic Planning Alignment:***

District Strategic Alignment produced an average score of 4.2. North Miami Middle School's goals and objectives align with the District's Strategic Plan by focusing on student achievement, parental involvement, professional growth, discipline for all students, and the inclusion of students with disabilities in general education classrooms.

## ***Stakeholder Engagement:***

The average score regarding Stakeholder Engagement was 4.2. North Miami Middle School strives to meet the needs of all stakeholders. This includes students, parents, staff members, and community members. The faculty and staff believe that this goal continues to accommodate the needs of all involved. The EESAC serves as a guiding force in implementing and monitoring change within the school building. Additionally, it serves as a pulse for the needs of all stakeholders.

## ***Faculty & Staff:***

The average score regarding Faculty and Staff was 4.1. To encourage staff members to work as a cooperative unit, faculty team building exercises are implemented systematically on both a departmental and facility-wide level. Based on the results of the self-assessment survey, results indicated that the faculty works cohesively as a team to promote student achievement and the professional growth of the educational family. A professional development program has been implemented in the building to provide on site professional development opportunities for all staff, therefore, fostering a nurturing atmosphere for self-improvement. The ultimate intention of this program is to retain highly qualified teachers and promote student achievement. Additionally, both a school-site teacher-mentoring and induction program, and a buddy teacher program have been infused into our professional development program to help motivate new teachers and provide them with the support and guidance of veteran teachers.

## ***Data/Information/Knowledge Management:***

According to the Organizational Performance Self-Assessment Survey (OPSAS), North Miami Middle School rated "measurement, analysis, and knowledge management" with a score of 4.3. North Miami Middle School implements the Eight Step Continuous Improvement Model to drive data driven instruction for the promotion of student achievement. In an effort to truly understand the needs of each child, we implement pre- & post testing, bi-weekly exams, informal site based testing, and other district provided assessments. The faculty and staff feel confident in their ability to use the results of the data and meet the needs of the student population. Teachers feel empowered to



motivate their students, using data evaluation as a method of individualizing instruction.

### ***Education Design:***

This area received the lowest ranking from the faculty and staff with a score a 3.9. North Miami Middle School provides before, during and after school tutorial programs, along with extra curricular programs to motivate at-risk students and encourage them to stay in school and achieve at their full potential. Additionally, course recovery opportunities are provided for all students in grade seven and eight, before and after school. Sixth grade students participate in a pull out program focusing on phonics and phonemic development using hands-on manipulatives, and strategies to help improve comprehension and fluency skills. Students who are on the cusp of greater academic achievement receive additional remediation and instruction through an after school program. Students enrolled in gifted and advanced academic courses may choose to participate in Language Arts, Math, Social Studies, and Band. High performing students are actively sought to participate in these programs from within our school and the surrounding elementary schools.

### ***Performance Results:***

The average score delineating the processes that drive the function of the school was 4.0. North Miami Middle School has implemented a school-wide discipline initiative to reduce the number of outdoor and indoor suspensions while keeping students actively involved in the educational program. The intention of this five step discipline plan is to remove barriers from instruction and achievement while simultaneously providing a structured progressive discipline model. In addition, survey results have identified a need for improvement in the dissemination of the school's financial status to all stakeholders. Therefore, the Educational Excellence School Advisory Council has asked that this information is provided to all stakeholders.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

North Miami Middle School has instituted a number of policies and procedures to attract and retain high-quality, high qualified teachers. The administrators at North Miami Middle School have attended career fairs to seek out new teachers coming out of university programs in Education. In addition, the school has developed working relationships with local universities. This relationship has led to undergraduate students in the field of Education completing field experience and internship placements at North Miami Middle School. The intention here is to attract students who are graduating with degrees in Education to become enamored with our school and seek employment as part of our educational family. Retaining high quality teachers is a two-fold program at North Miami Middle. Part one of the program involves the implementation of an interest and discipline-based professional development program at the school site. This program offers professional development to new and veteran teachers. These teachers are invited and encouraged to participate in sessions bi-monthly. These sessions are conducted by school site personnel who are considered experts in their field or by region and district personnel. The second part of the program involves a teacher recognition program that rewards teachers for their dedication to student achievement, success, and the overall mission of the school. Motivating teachers to remain enthusiastic about teaching and learning, while simultaneously becoming more effective and efficient educators is a key benefit to this program.

## **• Highly Qualified, Certified Administrators:**

1. Arnold R. Montgomery, Assistant Principal (147300)

Mr. Montgomery has worked for over 22 years in the Miami-Dade County Public School System (MDCPS). For 15 years Mr. Montgomery worked at Miami Norland Senior High as an instructor of biology, marine biology, physical science, chemistry, honors chemistry, AP chemistry, general science, earth space science, comprehensive math, and alternative education compensatory classes. Mr. Montgomery has also served as lead teacher for physical science, CBC specialist for physical science, a district committee member that developed CBC's for physical science, and a district writer for CBC Physical Science Test Bank. An important point of interest was the opportunity to work on the district committee for adoption of science textbooks and to conduct instruction on teaching strategies at a district science meeting. As an assistant principal, Mr. Montgomery has worked the past 5 years at both Lake Stevens Middle School and North Miami Middle School with numerous responsibilities which have included the development of the master schedule, curriculum, the school-wide technology program, capital improvement projects, facilities management, personnel, budget, middle school teaming, and standardized testing.

In 2004, Mr. Montgomery applied to and was accepted into the Executive Training Program. Mr. Montgomery was appointed principal at North Miami Middle School after the first year of this two-year program. As assistant principal, he attended the National Assistant Principal's Leadership Academy and the Instructional Leadership Academy. Sponsored by the Council for Educational Change, this week long training covered topics from "Leadership Tools for Community Building" to "Professional Learning Communities". He also assisted in the creation and implementation of a testing model that was used as a continuous improvement model for data-driven instruction. Upon completion of the 2004-2005 school year, North Miami Middle School improved to the grade of a "C" on the governor's A+ Plan.

Of his experience with the execution of specialized programs, he has supervised and monitored a vocational Middle School Enrichment (MSE) Program, a 21st Century Tutorial Program, and various clubs and sports activities, including the facilitation of the Title I Program, including Title I budgetary items. His responsibilities have included the monitoring of safety reports and identifying and correcting safety-to-life situations while serving as an emergency response coordinator. In the area of Exceptional

Student Education, Mr. Montgomery has monitored the budget for Exceptional Student Services, conducted M-Team and Child Study team meetings, and supervised the Bertha Abbess program Public Relations Administrator. He has worked as a liaison between Dade Partners, Educational Excellence School Advisory Committee (EESAC), Parent Teacher Student Association (PTSA), school police, school volunteers and United Fund, and grants committees. Throughout his career, Mr. Montgomery has had the opportunity to work in many different capacities in the MDCPS. He has served as a UTD Union Stewart, Assistant Athletic Director, head basketball, and assistant football coach.

The awards, accolades and honors that Mr. Montgomery has received throughout his career are as follows: Nominated twice for Region/District Teacher of the Year, nominated for Who's Who in Teaching, recognized as Professional Education Magnet Teacher by Magnet Parent Club, cosigner for the UTD Bill of Rights and Responsibilities for Learning Standards, interviewed and/or featured in USA Today, UTD Today and other news and educational organizations for involvement with UTD Bill of Rights and Responsibilities for Learning Standards of Student Conduct for Achievement, nominated for 2003 -2004 Assistant Principal of the Year and Exceptional Student Education Assistant Principal. Over the course of 5 years as an assistant principal, Mr. Montgomery has received one "Distinguished," three "Commendable," and one "Competent" rating on his annual evaluations. He is certified in General Science 5-9, Chemistry 9-12, Physical Science 6-12, Earth/Space Science 6-8, and Educational Leadership.

Mr. Montgomery believes in community service and that there is an obligation and responsibility to serve people. In accordance with this belief, he is the Chairman of the Board for Operation H.O.P.E, a nonprofit 401c organization that provides tutoring and childcare for low income families in Miami-Dade County. He is also the Vice-Chairman of the Board of Trustees for Revival Tabernacle Assemblies of God Church. Mr. Montgomery volunteers on weekends to tutor and teach middle school students every month. Also once a month, he supervises large groups of elementary students in a structured Sunday School program that addresses character and moral development.

Mr. Montgomery received an Associates of Science degree in Pre-Med from Saint Thomas University Miami, Florida. He went on to get a Bachelor's of Science degree in Geology/Geography from Murray State University in Murray, Kentucky. He continued his education at Nova Southeastern University in Ft. Lauderdale, Florida where he received a Master's of Science Degree and Certificate of Educational Leadership.

Mr. Montgomery, through his role as principal, is a member of the North Miami Mayor's Economic Task Force, the North Miami Chamber of Commerce, the North Dade Chamber of Commerce, the North Miami Parent Teacher Student Association, the Instructional Leadership Academy, and the National Assistant Principal's Leadership Academy.

## 2. Dr. Alyssa Eskin-Rosenblatt, Assistant Principal (193906)

Dr. Rosenblatt, in her 14th year in the field of education, is a 2nd year Assistant Principal, and in her second year in this position at North Miami Middle School. For eight and one half years she was an Exceptional Student Education Teacher. Her first teaching experience was as a resource-room teacher for grades four through six at Riverside Elementary for three years. Next, she taught at South Miami Heights Elementary and was a second and third grade resource-room teacher for students with learning disabilities for one year. In addition, she was participated in a joint venture between M-DCPS and the University of Miami and was a member of a co-teaching team for a pilot program for a fourth grade Inclusion Model for one year. She taught in an Academic Excellence Program after school for two years and also spent two years at South Miami Heights Elementary as the Exceptional Student Education Department Chairperson.

Dr. Rosenblatt then went to Highland Oaks Middle School where she developed a collaborative teaching Inclusion Model which is still in operation today. She spent two years in that position after which she became the Secondary Program Specialist. For the next two years, her responsibilities included all programming, documentation, and discipline issues as they related to the

Exceptional Student Education Department, as well as Activities Director at Highland Oaks Middle School. She participated in a doctoral internship in the Office of Exceptional Student Education where she worked with school board attorneys preparing cases for Due Process Hearings.

In an effort to explore other levels of education, Dr. Rosenblatt then went to Miami Norland Senior High School where she spent one year teaching students who are Educable Mentally Handicapped. Her next two years there, she was Exceptional Student Education Department Chairperson and an Administrative Assistant.

In 1999, Dr. Rosenblatt applied and was accepted into the Leadership Development Institute for Teachers. As her annual project, she created, monitored, and wrote curriculum for a school-wide FCAT Saturday School Tutorial Program. This program, along with the hard work of the faculty and students, produced gains in student achievement on the FCAT. She embarked on her career at North Miami Middle School, spending six weeks as a teacher of Emotionally Handicapped students. At the opening of the 2003-2004 school year, she was named Exceptional Student Education Department Chairperson. In April of 2004, Dr. Rosenblatt was promoted to assistant principal. In the past, her responsibilities have included but not limited to, monitoring the Exceptional Student Education program, grants, EESAC, PTSA, school volunteers, United Way, supplements, and Open House. In her current role of Assistant Principal for Curriculum her primary responsibility is to ensure the academic achievement of all students, as well as the professional development of the staff. Specifically, her responsibilities include monitoring the instructional program, supervising and guiding the department chairpersons, master schedule, student scheduling, curriculum materials, standardized testing, grades, textbooks, EESAC, Media Center, and School to Career, Police Liaison, ESOL, LEP Committee, paraprofessionals, and distributing and monitoring supplements.

Her dedication to the academic achievement of students with disabilities is evident in the development and expansion of the Inclusion Program at North Miami Middle School. She has worked diligently to provide and arrange training for the faculty on Inclusion and modifications and accommodations for students with disabilities. Through her efforts, North Miami Middle School was awarded a \$20,000 All Students All School inclusion grant.

At the conclusion of her first six weeks as assistant principal, Dr. Rosenblatt received a "Competent" on her annual evaluation. After her first full year as an Assistant Principal, she received an evaluation level of "Commendable." Her educational experiences also include two years of teaching undergraduate students at the Union Institute and University in addition to five years of teaching graduate students in the Graduate Teacher Education Program at Nova Southeastern University, and one semester of teaching Doctoral students for the University of Phoenix Online. She is certified in Specific Learning Disabilities K-12, ESOL Endorsement, and Educational Leadership K-12.

In 1991, she received her Bachelor's of Science Degree in Specific Learning Disabilities from Florida International University and her Master's Degree in Diagnostic Teaching also from Florida International University in 1994. In 1999, she earned a Doctorate of Philosophy in Educational Leadership with a Specialization in Special Education from the Union Institute and University. She is a member of the North Miami Middle School PTSA, Council for Exceptional Children, Association for Supervision and Curriculum Development, and sits on the board of the Central Agency for Jewish Education of Broward County.

### 3. Philip Cox (155487)

Mr. Cox has worked in the Miami-Dade County Public School system for 17 years. Mr. Cox has 12 years experience as a classroom teacher at Paul Lawrence Dunbar Elementary. While working at Dunbar Elementary, Mr. Cox served as chairperson of the EESAC and Technology committees. Mr. Cox also served as department chairperson for mathematics, grade level chairperson for grades two, five and six as well as Technology mentor for school staff members. He also served as the UTD Economic Services Representative. Mr. Cox, for three years, taught an after school tutorial class funded through the Paul Lawrence Dunbar Community School. This tutorial program provided assistance to parents and students in the area of

mathematics, science and computer usage.

Additionally, Mr. Cox taught an Academic Excellence Program Technology Tutorial for two years. Mr. Cox was selected by the Assistant Superintendent of Federal Programs and Grants administration to serve as one of three Academic Achievement Facilitators (AAA) for Title I. As an AAA Facilitator, Mr. Cox provided instructional support to critically low performing schools, technical and curricular training to teachers, paraprofessionals and administrators at various school sites throughout the district. While working in Federal Programs and Grants Administration, Mr. Cox developed and implemented several programs such as the Mathematics Extravaganza's Geometric Flag Competition and the Title I Chess Helping to Enhance Student Success (CHESS) program. The Title I CHESS program is currently a district-wide program which promotes critical thinking, study skills, sportsmanship and improves concentration. Mr. Cox organized recruitment, materials and training for over 150 staff members throughout the district. The culminating event for the Title I CHESS Program was the Mathematics Extravaganza where over five hundred students participated in a district-wide chess tournament. Additionally, he designed the Federal Programs and Grants Administration, Title I web page. While working in the Title I office, Mr. Cox successfully applied to the Leadership Development Institute for Teachers (LDIT). Mr. Cox monitored the FCAT scores of students participating in the CHESS program as a culminating project for LDIT.

Mr. Cox has worked as Assistant Principal at North Miami Middle School for the past five years. His current responsibilities include monitoring the Mathematics, Science, Social Studies and Exceptional Student Education departments. Mr. Cox's other assignments include but are not limited to the Technology program, Title I program, Free and Reduced Lunch programs, Property Control inventory, Physical Plant/Maintenance, Capital Improvement Projects and Disaster preparations. Mr. Cox served as the editor of the Middle School Connection, a quarterly publication of best practices compiled and distributed to middle schools throughout the district. In 1986, Mr. Cox received his Bachelor's of Science Degree in Biology Pre-Dentistry from Dillard University and his Master's Degree in Computer Science Education from Nova Southeastern University. He is also certified in Educational Leadership from Nova Southeastern University. During this tenure as Assistant Principal, Mr. Cox has received five scores of "Competent" on his annual evaluations.

#### 4. Elizabeth Sanchez (218504)

Ms. Sanchez has worked in the Miami-Dade County Public School System for over nine years. Ms. Sanchez worked at Miami Southridge Senior High School for two years as an intern and temporary instructor in World History, American History, Government/Economics, and International Relations. She spent the last eight last eight years at George Washington Carver Middle School, a language magnet, in Coconut Grove. While at Carver, she taught Geography, Civics, and American History, served as social studies department chair, team leader and coach.

Ms. Sanchez was responsible for writing the Magnet Schools of America application that resulted in George Washington Carver Middle School receiving first place in 2003. Ms. Sanchez also worked on the Blue Ribbon Schools of Excellence committee that resulted in George Washington Carver Middle School's advancement to the final round. Most recently, Ms. Sanchez was part of a Miami-Dade County Public Schools, Division of Social Sciences, committee to create a scope and sequence to be disseminated to all elementary, middle, and senior high schools throughout the district. In particular, she formulated the scope and sequence for eighth grade American History.

In Ms. Sanchez's first year as Assistant Principal at North Miami Middle School, she is responsible for monitoring the Electives department, sixth grade discipline, the custodial staff, the clerical staff, transportation, the Food Service Department, grade level teams, and the United Way campaign, among others. She is also the PTSA and Dade Partners liaison.

Ms. Sanchez received her Bachelor of Arts in Sociology/Anthropology from Florida International University in 1995. She received her Masters of Science in Secondary Social Studies Education from Florida International University in 1998. And, then,

in 2002, Ms. Sanchez received her Educational Specialist in Educational Leadership from Nova Southeastern University. She is an active member of the Junior League of Greater Miami receiving Provisional Member of the Year in 2003.

### **• Teacher Mentoring:**

Over the years, North Miami Middle School has provided a teacher mentoring program for beginning and new teachers. Beginning teachers first participate in the district sponsored Beginning Teacher Orientation. Throughout the teacher's first year, teachers receive newsletters on survival and help tips. North Miami Middle School is committed to helping each teacher become successful by providing beginning and new teachers with a buddy teacher in their discipline to form a Professional Growth Team. These teams meet once a week and the new teachers and their highly qualified in-field veteran teacher buddies will review curriculum, instructional methods, and behavior management issues. An administrator also meets with the beginning teachers each week to offer support and assistance with classroom management and procedures. In addition, using the PACES process, two highly qualified teachers are selected to assist all beginning teachers. The Reading Coaches provide supplemental material and media to enhance student achievement and formally or informally present strategies and model instructional delivery for new teachers on a weekly basis. Quality professional development workshops are utilized to introduce beginning teachers to research-based instructional strategies.

### **• School Advisory Council:**

The EESAC recommends the use and allocation of funds for various instructional endeavors including instructional materials and equipment, supplies and training activities. In addition, they recommend that faculty and staff receive training that will have a direct impact on student achievement. This includes CRISS training, training in Reciprocal Teaching, Classworks training, Inclusion training, and training on FCAT strategies. They continue to support the need for instructional materials including the use of technology, equipment, recognition programs, and the Accelerated Reader program. Recognizing the advantages of technology, the EESAC also suggests and supports the use of the intranet e-mail system designed to enhance school-wide communication. A technology mentor is available to assist teachers with the use of instructional technology, to conduct workshops, and to provide staff development training. The committee supports the school's mandatory uniform policy. The EESAC will continue to support the discipline procedures, regularly scheduled fire and emergency drills, incident report notification, telephone tree numbers list, and zero tolerance for disruption of the educational environment. To ensure that students attend class daily, the EESAC recommends that students' attendance is monitored daily and the use of the L & R Communications System, as a vehicle to contact parents on a daily basis. The committee supports the use of daily student planners to assist in student overall achievement, organizational skills, and to provide additional communication to parents and teachers. The Student Services staff, in conjunction with the Trust Counselor and Career Specialist, will provide a variety of programs that promote student achievement and counseling services (Honor Roll Breakfast, Student of the Month, Adopt-A-Tiger, Peer Mediation, Anger Management, The Drug Free Youth In Town Program, Drug Education, Family Counseling, Mentor Program, Child Study Teams, and Parent Conferences). The EESAC recommends that the school-wide instructional plan be utilized to assist all students in making developmental gains in reading, mathematics, writing, and science. The committee further recommends that attention be given to those students who did not perform to state standards by using tutorial programs that use benchmarks quarterly. The EESAC participated in the development of this School Improvement Plan and reviewed this document on October 3, 2005.

### **• Extended Learning Opportunities**

Students identified on the Florida Comprehensive Assessment Test as performing on Levels 1 and 2 will participate in an after-school tutorial program focusing on math and reading. This program will provide intensive reading and math instruction utilizing

direct instruction. In addition, vocabulary skills will be emphasized through the use of word walls throughout the school. North Miami Middle School also offers a free after-school program provided by South Florida After Schools All-Stars. Students will receive training in Mathematics and Reading through the use of technology as a tool for instruction. PLATO Course Recovery classes will be taught as Early Bird and after school classes using individualized computer instruction. This course will allow 7th and 8th grade students who did not pass Language Arts or Mathematics to make up 6th and 7th grade courses respectively, and secure promotion to the next grade level.

### **• School Wide Improvement Model**

North Miami Middle School will implement the Eight Step Continuous Improvement Model (CIM) to plan for student instruction, remediation, and enrichment using data driven instruction as a tool. Students will be administered pre- and post-tests in Language Arts, Mathematics, and Science, as well as bi-weekly monitoring exams in Language Arts, Reading, Science, and Social Studies. Data analysis and long range planning will drive instruction. Students needing the greatest support will receive remediation through a variety of tutorial programs and instruction in small groups where paraprofessionals will implement research-based programs to enhance 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 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:**

North Miami Middle School will provide the tools necessary for all students to comprehend the written word and realize the importance of reading in improving the quality of life.

### **Needs Assessment**

Results of the 2005 FCAT Reading Test indicated that progress was made in regards to reading proficiency; however, a considerable amount of students are deficient in reading. Overall, 76 percent of students in grades six through eight in the lowest 25% showed adequate progress in Reading on the 2005-2006 administration as compared to the scores on the 2004-2005 administration. Our sixth grade students showed the most gains, with an increase of seven percentage points over the 2004 results. Two percent of African American students showed a 20 percent increase in reading on the 2005 administration. Results also indicate that our students perform well on questions pertaining to Words/Phrases; and students in grade 6 and 7 perform well on Main Idea; in contrast, our students scored poorly when answering questions pertaining to Comparisons and Reference/Research. Based on these results, North Miami Middle School must develop a plan to greatly modify and improve our reading instructional program.

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



## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a daily pull-out tutorial program focusing on phonemic and phonological awareness for 6th grade students.	Reading Coaches, Reading Department Chairperson, Reading Teachers, Paraprofessionals	8/8/2005	5/26/2006
Identify students in grades 6 through 8 who scored at FCAT achievement Level 1 and enroll them in Intensive Reading Classes.	Assistant Principal for Curriculum, Reading Coaches, Reading Department Chairperson	8/8/2005	5/26/2006
Provide weekly early bird and afternoon tutorial programs using Soar to Success for students on the cusp between FCAT Levels 2-5, focusing on the Big Five.	Reading Coaches, Reading Department Chairperson, Reading Teachers	8/8/2005	5/26/2006
Provide an weekly after-school tutorial program focusing on reading comprehension for students scoring at FCAT Level 1 and Level 2.	Reading Coaches, Reading Department Chairperson, Reading Teachers	8/8/2005	5/26/2006
Provide Intensive Reading classes with	Reading Coaches, Reading	8/8/2005	5/26/2006

differentiated instruction using centers focusing on specific students' needs.	Department Chairperson, Reading Teachers		
Provide daily small group instruction to ESOL students through the Home Language Assistance Program.	Reading Coaches, Reading Department Chairperson, Reading Teachers, ESOL Teachers	8/8/2005	05/26/2006
Increase percentage of students with disabilities who are included in general education through the Inclusion Program.	Reading Coaches, Reading Department Chairperson, ESE Department Chairperson, Reading Teachers, ESOL Teachers, ESE Teachers	8/8/2005	05/26/2006

## **Research-Based Programs**

All students enrolled in an Intensive Reading class will utilize the state adopted texts Bridges to Literature and Holt Rinehart Language Arts Series to enhance student achievement. Intensive Reading Plus students will use READ 180 by Scholastic and Quick Reads to monitor fluency.

## **Professional Development**

School-wide Professional Development will be provided through weekly departmental meetings. The Reading Coaches will also provide school-wide workshops and provide professional development to content area teachers on effective learning strategies. The following staff developments are on-going: CRISS Training, Edu-Soft, Best Practices, and Reciprocal Teaching (to be provided to teachers by the Reading Coaches` and District Reading Specialist) during collaborative planning time and departmental meetings.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Reading Test. In-house bi-weekly assessments will provide formative assessments which will be used to monitor progress toward this objective. Additionally, the following assessment tools will be utilized to monitor student achievement: Accelerated Reader Program, Gates MacGinitie, and Florida Oral Fluency Probe.

## 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*

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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 2 STATEMENT:**

North Miami Middle School will enhance the development of mathematics literacy and impact student achievement for the promotion of lifelong learning necessary to meet the challenges of the 21st century.

### **Needs Assessment**

Results of the 2005 FCAT indicate that progress was made in regard to math proficiency; however, a number of students are deficient in mathematics. Sixth grade students at North Miami Middle made the most progress, with a 12% increase in the number of students reaching Level 3 or above as compared to the prior year. At the 7th grade level, a 3% decrease was made in the number of students reaching Level 3 or above; and at the 8th grade level, a 7% decrease was made in the number of students reaching Level 3 or above as compared to 2004. Although 2005 results in mathematics indicate that 69% are making learning gains in math 66% of our students perform better on questions pertaining to Data Analysis when compared to questions relating to Algebra, Geometry, and Measurement, areas in which our students perform more poorly.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate critical writing skills into the mathematics program in order to address higher-order thinking skills required for short and extended response items.	Math Leader, Math Department Chairperson, All Math Teachers	8/8/2005	5/26/2006
Implement a school-wide district scope and sequence aligned with the Sunshine State Standards, which will include bi-weekly assessments to incorporate data-driven instruction that assists in monitoring progress and identifying target areas for strengthening before the FCAT Test.	Math Leader, Math Department Chairperson, All Math Teachers	10/6/2005	5/26/2006
Identify students in grades 6, 7, and 8, who scored on FCAT Level 1 and 2 and enroll them in a mandatory Intensive Mathematics class taught by a	Assistant Principal for Curriculum, Math Leader, Math Department Chairperson	8/8/2005	5/26/2006

certified teacher.			
Increase comprehension and understanding through peer tutoring and reciprocal teaching in classrooms.	Math Leader, Math Department Chairperson, All Math Teachers	8/8/2005	5/26/2006
Provide a weekly math tutorial program before and after school utilizing inquiry-based instruction with hands-on manipulatives to promote interactive student engagement.	Math Leader, Math Department Chairperson, Math Teachers	8/8/2005	5/26/2006
Provide ESOL students with daily assistance through the use of the Home Language Assistance Program.	Home Language Assistance Program Tutors	8/8/2005	5/26/2006

## **Research-Based Programs**

All students enrolled in Mathematics classes will utilize state adopted Glencoe Mathematics Series Textbooks to enhance student achievement.

## **Professional Development**

Staff will participate in Professional Development training to enhance instructional methodology through CRISS training, in-house workshops in the areas of technology and core subjects, and district training. Technology training will include Riverdeep, SPI, Snapshot, and Edusoft. Additionally, staff will participate in training in differentiated instruction through the use of alternative strategies and maipulatives. The Math Leader and Curriculum Support Personnel will model lessons, and team-teach. A new teacher induction program will be initiated by the Math Leader, Math Chairperson, and veteran math teachers to mentor and assist beginning math teachers to promote and ensure quality planning and instructional strategies in the classroom. Teachers will also receive instruction in the identification of student's typically underrepresented in advanced academic courses in order to increase enrollment in advanced academics courses.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Mathematics Test. Bi-weekly assessments, a pretest, and a progress test will provide formative assessments which will be used to monitor progress toward this objective.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

North Miami Middle school will expose students to the writing process, teaching them to incorporate focus, organization, support, and conventions into their writing, therefore, increasing their ability to communicate effectively through their writing.

### **Needs Assessment**

Results of the 2005 FCAT Writing Test indicate that 59% of our 8th grade students scored at 3.5 or higher; 82% of our students scored at 3.0 or higher. Our strength lies in our students having mastered the fundamentals of essay writing (focus, organization, thesis statement). However, too few of our students have mastered the higher writing skills—those made evident by the use of complex sentencng, the implementation of mature words/phrases, the creation of a commanding tone, and the use of figurative and persuasive language. Overall, persuasive language is a weakness: only 20% of our 8th graders scored a 3.0 or better on the persuasive prompt.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will increase their writing performance as evidenced by 73 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, African American students in grade eight will improve their writing performance by 1 percent as evidenced by 84 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grade eight will improve their writing performance by 1 percent as evidenced by 83 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade eight will improve their writing performance by 1 percent as evidenced by 85 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grade eight will improve their writing performance by 1 percent as evidenced 61 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grade eight will improve their writing performance by 1 percent as evidenced by 59 percent of the students achieving the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a variety of opportunities for students to participate in school-wide, local, state, and national writing contests.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06
Increase focus of language arts classes with regard to writing more complex sentences.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06
Provide vocabulary lists across the curriculum to bolster students' writing vocabulary.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06
Implement writing strategies across the curriculum.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06
Employ peer-editing techniques to improve students' writing and editing skills.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06

Administer bi-weekly tests measuring student progress in essay writing and grammar.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06
Use daily ice-breakers that focus grammar, vocabulary, and complex sentencng.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06
Employ graphic organizers to strengthen students' holistic understanding of essay components.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06
Use weekly reading of high-quality essays to strengthen students' recognition of effective, high-standard writing components.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/8/2005	05/26/06

### **Research-Based Programs**

Use of the Glencoe "Writer's Choice" Grammar and Composition Series texts and tools along with writing strategies and methodologies found empirically to increase writing skills among all adolescents.

### **Professional Development**

Teachers will attend in-house departmental workshops on the use of graphic organizers, word lists, figurative language, complex-sentence activities, and anchor essays. As well, language arts teachers will attend district-provided writing workshops and learn to incorporate the writing rubric and peer-editing in their classrooms. Requests will be made for qualified, district personnel to assist beginning and new teachers in writing instruction.

### **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Writing Test. Monthly and quarterly formative assessments will be used to monitor progress toward this objective. Writing assessment reports will be used to measure growth in both expository and persuasive.



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

North Miami Middle School students will sharpen their science skills and improve upon their hypothetical, theoretical, and critical thinking reasoning proficiency as based on Florida's Standard Curricula.

### ***Needs Assessment***

Results of the 2004-2005 FCAT Science Test indicate that eighth grade students tested achieved a mean scale score of 248, 24 points below the District average. In addition, eighth grade students tested demonstrated strength in the area of Life and Environment (46% correct), and weaknesses in the areas of Physical and Chemical Science (38% correct), Earth and Space Science (33% correct), and Scientific Thinking (38% correct).

## Measurable Objective

Given instruction based 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 272, to meet the district average, as evidenced by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve reading comprehension and critical thinking by infusing bi-weekly exams using a variety of FCAT style questions consistent with Sunshine State Standards.	Science Department Chairperson, Reading Coaches, Science Teachers	8/8/2005	05/26/06
Continue to implement a variety of activities such as graphic organizers, questioning techniques, and Reciprocal Teaching to address the needs of the students in Level 1 and Level 2.	Science Department Chairperson, Reading Coaches, Science Teachers	8/8/2005	05/26/06
Continue to implement a variety of activities such as graphic organizers, questioning techniques, and Reciprocal Teaching to address the needs of the students in Level 1 and Level 2.	Science Department Chairperson, Reading Coaches, Science Teachers	8/8/2005	05/26/06
Utilize the 30- station mobile computer lab for science research, projects and lab activities.	Science Teachers	8/8/2005	05/26/06
Conduct weekly laboratory hands-on activities using inquiry –based thinking skills for all science classes.	Science Department Chairperson, Science Teachers	8/8/2005	05/26/06
Provide all students with information about science careers and the science skills necessary for success in science as a career.	Science Department Chairperson, Science Teachers	8/8/2005	05/26/06
Promote reading and writing in science by inclusion of CRISS strategies in daily lesson plans.	Science Department Chairperson, Reading Coaches, Science Teachers	8/8/2005	05/26/06

### Research-Based Programs

All students enrolled in Science Classes will utilize stated adopted Glencoe Voyagers Series to enhance student achievement.

## **Professional Development**

Teachers will participate in on-going CRISS training, Reciprocal Teaching strategies, Content and Strategies in Middle Science, and a 3-day HIV workshop. Additionally, all teachers will participate in staff development regarding the identification of students typically underrepresented in advanced academic courses in order to increase enrollment in advanced science courses.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Science Test. Monthly and quarterly assessments will provide formative assessments which will be used to monitor progress. In addition, pre and progress science tests will be administered to measure student growth in Science reasoning skills.

## 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 type="checkbox"/>	<input type="checkbox"/>	<input 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:***

North Miami Middle School goal will assist, train, and provide support as parents are encouraged to become more involved with their children's education at home and at school.

### ***Needs Assessment***

Based on parent sign-in logs for the 2004 – 2005 school year, there is a need for additional parent involvement to address student achievement in all subgroups. In the 2004-2005 school year, 282 parents attended at least one school activity. The school's Community Involvement Specialist has assisted with parent notification letters, announcements, and home visits, but additional modes of communication and advertisement for school based activities are needed.

## Measurable Objective

Given school-wide emphasis on parental involvement in the education of our students, there will be a 30% increase in participation in school-wide activities from 851 parents attending at least one school activity in the 2004-2005 school year to 1106 in the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize various modes of media to increase parental involvement, (i.e. local newspapers, cable network, local Haitian radio stations).	Administration, Community Involvement Specialist	8/8/2005	05/26/06
Increase parental involvement through home visits, telephone communications, scheduled school visits, and parent conferences.	Administration, Community Involvement Specialist	8/8/2005	5/26/06
Improve the quality of communication skills by providing written correspondence in English and the home language of the student.	Administration, Community Involvement Specialist	8/8/2005	05/26/06
Increase the number of parent volunteers at the school site within the school day to support the school's vision and mission.	Administration, Community Involvement Specialist	8/8/2005	05/26/06
Provide ongoing communication in the students' home language to increase parental awareness regarding advanced academic opportunities in reading, mathematics, and science in order to increase enrollment in advanced academic courses.	Administration, Community Involvement Specialist	8/8/2005	05/26/06
Provide technological assistance to parents through the use of the Parent Resource Center located on the school premises where parents can use the computers or check out laptop computers in order to assist students with class projects and educational research.	Administration, Community Involvement Specialist	8/8/2005	05/26/06
Provide assistance to families by completing an educational compact in order to inform stakeholders of their responsibilities.	Administration, Community Involvement Specialist	8/8/2005	05/26/06

## Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement Program

## **Professional Development**

The Community Involvement Specialist and various Department Chairpersons, Math Leader, and Reading Coaches will participate in professional development to provide parent night workshops and methods of effectively utilizing the Parent Resource Center.

## **Evaluation**

This objective will be evaluated by attendance rosters from all related activities and/or PTSA logs.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input 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 6 STATEMENT:***

North Miami Middle School will provide a safe and disciplined environment for all students. The school will promote programs and practices that facilitate a disciplined, organized, and orderly environment for students to learn.

### ***Needs Assessment***

A review of the Executive Summary from the Student Case Management System indicates that there is a need for improvement in student behavior. Analysis of the 2004-2005 suspension rates indicates that students were suspended outside of school for a total of 1534 days.

## Measurable Objective

Given instruction using the Student Code of Conduct, students will improve their behavior as evidenced by a five percent decrease in the number of outdoor suspensions from 1534 during the 2004-2005 school year to 1457 during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and implement a Discipline Committee to maintain, monitor, and amend all discipline plans, procedures, and policies.	Administration, Team Leaders	8/8/2005	05/26/06
Identify and implement a school-wide discipline plan.	Administration, Team Leaders, Teachers	8/8/2005	05/26/06
Execute random school-wide Hall Sweeps.	Administration, Team Leaders, Discipline Committee, Security Monitors, Teachers	8/8/2005	05/26/06
Implement a Behavioral and Administrative contract for students who fail to obey school rules according to the Student Code of Conduct.	Administration, Team Leaders, Discipline Committee, Teachers	8/8/2005	05/26/06
Institute an incentive-based program to reward students who are doing the right thing.	Administration, Team Leaders, Discipline Committee, Teachers	8/8/2005	05/26/06
Establish school- wide class rules that reflect and enhance the school-wide discipline plan.	All Teachers	8/8/2005	05/26/06
Offer an after-school detention program in an effort to deter students from breaking school policies and to maintain class continuity.	Administration, Team Leaders, Discipline Committee, Teachers	8/8/2005	05/26/06
Institute a model in which Student Services and Team Leaders review Student Case Management Referral Forms prior to their submission to the grade level Administrator.	Administration, Team Leaders, Discipline Committee, Teachers	8/8/2005	05/26/06

## Research-Based Programs

Not Applicable



## **Professional Development**

Professional Development will be provided on Classroom Management Strategies to all teachers and beginning teachers will be provided with support sessions using specific situational examples on classroom management strategies.

## **Evaluation**

End of the year Student Case Management Report

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

North Miami Middle School will make technology available to all stakeholders according to the 2005 STAR School Profile and prepare students with the necessary technology skills to compete in higher education and the workplace.

### ***Needs Assessment***

Results of the 2004 STAR School Profile indicate that technology support, instructional technology support, professional development for staff, student access to technology, and community outreach were advanced; funding, teacher access to technology, school administrator use of technology, student use of technology, and 21st century learning tools for students were rated on an intermediate level. Areas of concern marked for improvement are technology planning, teacher use of technology, 21st century classrooms for learning, student technology standards, and teacher technology standards were entry or below.

## Measurable Objective

Given instruction based on computer literacy standards, North Miami Middle School will increase teacher usage of technology by 25% percent from 1.1 to 1.375, by the 2006 STAR School Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase use of technology in math department using tablet PC's and PowerPoint presentations, and LCD projectors for delivery.	Assistant Principal for Curriculum, Assistant Principal for Technology, Technology Mentors, Math Department Chairperson, and Math Teachers	8/8/2005	05/26/06
Use Excelsior Gradebook, an online district application, to record student grades and attendance.	Technology Mentors, Assistant Principal for Technology, Teachers	8/8/2005	05/26/06
Promote computer literacy through the use of Microsoft Peer Coaches.	Microsoft Peer Coaching Mentors, Technology Mentors, Assistant Principal for Technology	8/8/2005	05/26/06
Create school website to provide technology-based learning access and resources to parents, teachers, and students.	Technology Mentors	8/8/2005	05/26/06
Increase use of educational technology in the curriculum through Read 180, Riverdeep, Easy Tech, Atomic Learning, FCAT Explorer, SciTech, and Plato Recovery classes.	Assistant Principal for Curriculum, Assistant Principal for Technology, Technology Mentors, Teachers	8/8/2005	05/26/06
Implement online professional development surveys through Survey Gold to determine how to meet the professional development needs of staff.	Technology Mentors, Assistant Principal for Staff Development and Curriculum	8/8/2005	05/26/06
Implement staff professional development in technology focusing on educational software applications and using data applications to promote student achievement.	Assistant Principal(s) for Staff Development, Curriculum, and Technology, Technology Mentors	8/8/2005	05/26/06
Provide educational technology workshops for parents, students, and community.	Technology Mentors	8/8/2005	05/26/06

### Research-Based Programs

Not Applicable

## **Professional Development**

Staff will participate in Professional Development training to enhance development of educational computing and technology foundations for teachers and students. Technology training will be provided in the areas of technology and the NETS for teachers according to ISTE. Technology training will include Riverdeep, SPI, Snapshot, FCAT Explorer, Easy Tech, Atomic Learning, and Edusoft.

## **Evaluation**

2005-2006 STAR School Profile Report

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

North Miami Middle School's students will develop overall competence in physical fitness, body-management skills, nutrition and cardiovascular endurance.

### ***Needs Assessment***

Results of the 2005 FITNESSGRAM Test indicated that students in grades six through eight, enrolled in Physical Education classes need to decrease the amount of percent body fat and increase their cardiovascular endurance. Additionally, according to the 2004-2005 FITNESSGRAM results, 52% of the students tested at North Miami Middle School received awards.

## Measurable Objective

Given instruction based on the results of the FITNESSGRAM Test, students in grades six through eight enrolled in Physical Education classes, will improve their physical fitness levels by an increase of three percent in the number of award winners from 52% to 55% as evidenced by the 2005–2006 results.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the amount of time students are involved in daily cardiovascular activities.	Administration, Physical Education Teachers	8/8/2005	05/26/06
Provide students with weekly physical fitness goals.	Physical Education Teachers	8/8/2005	05/26/06
Utilize a buddy system to motivate students to improve their physical fitness level.	Physical Education Teachers	8/8/2005	05/26/06
Administer a Pre and Post test utilizing the FITNESSGRAM Test to assess student achievement and programmatic success.	Physical Education Teachers	8/8/2005	05/26/06

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

This objective will be evaluated by the 2005 -2006 results of the FITNESSGRAM Test along with informal assessment.

## 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 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 9 STATEMENT:***

North Miami Middle School students will develop a life-long appreciation for music.

***Needs Assessment***

Due to academic requirement restraints, the Arts program at North Miami Middle School has been dramatically reduced. According the 1999 College Bound Senior National Report: Profile of SAT Program Test Takers, students taking these courses scored higher on the SAT than students with no Arts participation.

## Measurable Objective

Given increased attention and appreciation for the arts, the number of participants involved in after-school curricular activities will increase 25% from 62 in 2004-2005, to 78 in 2005-2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and participate in a final performance/demonstration showcasing student skills.	Arts Teachers	8/8/2005	05/26/06
Utilize a buddy system to motivate students to regularly attend and participate in the after-school program.	Arts Teachers, Administration	8/8/2005	05/26/06
Encourage parental involvement through concerts, performances, and exhibitions exposing them to a positive school environment.	Arts Teachers, Administration, Community Involvement Specialist	8/8/2005	05/26/06
Provide stakeholder opportunities for participation in extra-curricular activities.	Arts Teachers, Administration, Community Involvement Specialist	8/8/2005	05/26/06

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

Attendance logs.



## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 10 STATEMENT:***

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

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education indicate that in 2003, North Miami Middle School ranked at the 43rd percentile on the State of Florida ROI index. The ROI index also indicated that North Miami Middle School is in the lowest third of all middle schools in the state on percent of students making learning gains. The school is also ranked in the middle third of all middle schools in the state on the money spent per student.

## Measurable Objective

North Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2003 to the 50th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	05/26/06
Collaborate with the district on resource allocation.	Administration	10/6/2005	05/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administration	8/8/2005	05/26/06
Consider shared use of facilities, partnering with community agencies.	Administration	8/8/2005	05/26/06

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, North Miami Middle School will show progress toward reaching the 50th percentile.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommends funds be allocated for various instructional endeavors including instructional materials and equipment, supplies and training activities.

### ***Training:***

The EESAC recommends that faculty and staff receive professional development training that will have a direct impact on student achievement. It further recommends continued training in Reciprocal teaching, Project CRISS, FCAT Strategies and READ 180. The EESAC also recommends that teachers receive the proper training with the district provided Electronic Gradebook.

### ***Instructional Materials:***

The EESAC recommends the continued support of updated programs that include Accelerated Reader Program, technology, equipment, school-wide initiative, recognition programs, and supplemental textbooks. The EESAC has identified and purchased instructional materials which are designed to assist in improving student achievement in specific areas as presented in the school's instructional plan.

### ***Technology:***

The EESAC recommends and supports the use of the intranet-e-mail system designed to enhance school-wide communication. The EESAC also recommends that additional training is provided to teachers to properly facilitate the use of the Electronic Gradebook.

### ***Staffing:***

The EESAC recommends reduction in class size in all subjects to support student achievement. The EESAC further recommends and supports an on site new and beginning teacher program that is supervised and facilitated by an administrator to retain highly qualified teachers.

### ***Student Support Services:***

The EESAC recommends that attendance procedures to ensure students' attendance be monitored daily. The Student Services staff, in conjunction with the Trust Counselor and Career Specialist, will provide a variety of programs that foster student achievement and counseling services [i.e. Honor Roll Breakfast, Student of the Month, Take Stock in Children Program, Peer Mediation, Anger Management, The Drug Free Youth In Town Program, Drug Education (prevention, intervention, and post intervention), Family Counseling, Mentor Program, Child Study Teams, and Parent Conferences].

### ***Other Matters of Resource Allocation:***

The EESAC recommends the continued support and participation of all stakeholders in order to ensure the needs of the school and community are met as identified in the School Improvement Plan.

### ***Benchmarking:***

The EESAC recommends that the school-wide instructional plan be utilized to assist all students in making developmental gains in reading, mathematics, writing, and science. It further recommends that attention be given to those students who did not perform to state standards by using tutorial programs that benchmark quarterly.

### ***School Safety & Discipline:***

The EESAC recommends and supports the use of mandatory uniforms, student ID Badges and the continued use of the school's five-step discipline plan. The EESAC will continue to support discipline procedures, regular fire and emergency drills, incident report notification, telephone tree numbers list, zero tolerance for disruption of the educational environment, and alternative educational placement.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*