
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3701 - Norland Elementary School

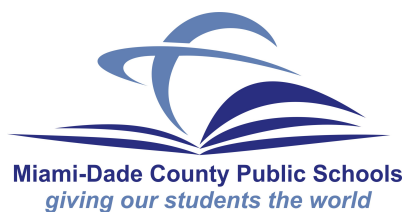
FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Karen Powers

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Norland Elementary School

Norland Elementary School supports traditional values and customizes our teaching and learning to meet the needs of the individual student. The school is comprised of a Title I funded Prekindergarten program through fifth grade, with a large proportion of students having roots in the Caribbean Islands. Our school is surrounded by a predominantly residential community with a socioeconomic status that ranges from lower middle class to economically disadvantaged. With such a diverse student body, Norland Elementary recognizes the need for consistent, focused instruction and as a member of the School Improvement Zone, strives to deliver this instruction as it is the foundation that fosters learning. In order to advance high achievement while eliminating low performance, Norland Elementary School institutes an instructional program with a strong focus on literacy from kindergarten through fifth grade. Two full-time reading coaches provide support to teachers by modeling and demonstrating lessons and peer coaching. We have instituted an extended day program for students who need additional reading instruction. Students in grades K-5 who have shown a need for additional reading instruction, meet four times a week for an hour to work on fluency and comprehension skills. Common instructional reading materials with demonstrated success are employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum is delivered through instruction that is data driven. A strong emphasis is placed on continuous assessment. We monitor student achievement through a variety of assessments including weekly, monthly and quarterly assessments which yield student performance data to be analyzed and used to focus instruction accordingly.

We are fortunate to have support from the School Improvement Zone, which provides additional resources such as a curriculum support specialist for mathematics, science and reading a full-time social worker that focuses on at-risk students and professional development for all faculty and staff. Additionally, through a Comprehensive School Reform grant, we work with Co-nect, an organization that supports reform initiatives within the school. The focus of reform, distributed educational leadership, instructional quality and data analysis, planning and review provide the school with additional support.

After analyzing and evaluating pertinent data, Norland Elementary, in conjunction with the Educational Excellence School Advisory Council has identified the following objectives as priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, 77 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 71 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 82 percent of students scoring at level 3.5 or above on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 43 percent of students reaching state required mastery level as documented by

scores of the 2007 FCAT science test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 15 percent increase in parental and community involvement as evidenced by a total of fifty one percent parent participation in school activities.

Given the need to increase student attendance, the school attendance rate for the 2006-2007 school year will increase by one percent to 95.71 percent.

Given an increased emphasis on the use of technology, students will increase their use of Reading Plus as evidenced by students in grades three through five utilizing the Reading Plus Program for an average of 15 hours during the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by 38 percent of students earning the gold and silver awards in the 2006-2007 school year.

Given the emphasis on the benefits of participating in enrichment activities, the number of students in grades 2-5 who will participate in the enrichment program activities during the 2006-2007 school year will increase to 135 students enrolled in enrichment activities.

Norland Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 20th percentile in 2004-2005 to the 25th percentile on the next publication of the index.

After reviewing and analyzing data from the Organizational Performance Improvement Snapshot Survey(OPIS), we have delineated several areas in need of improvement. First, the two categories with the lowest average scores are Strategic Planning and Human Resource Focus. According to the survey, the average score for the Strategic Planning section was 3.7. Data indicates that staff members felt that their input was not solicited as it relates to plans for the future of the organization. Also, staff members indicate that they do not know how the school's plan for the future will affect them. These two areas are important because it creates a sense of security in their current position and empowerment as it relates to their input for the future. These two areas will be addressed during monthly faculty meetings, grade level meetings and vertical team meetings. Additionally, memos will be sent to staff on a regular basis to keep them informed of future plans for the school and its various positions. The second area from the survey that needs to be addressed is Human Resource Focus area. According to the data from this category, the three lowest scoring areas are the following: Staff from this work location do not feel that people work together as a team, that enough staff are recognized for their work and that the location supervisor cares enough about them. These area will be addressed through a staff incentive program and through individual teacher/administrator conversations. Additionally, staff that does not regularly participate in leadership positions may be asked for their input and contribution to the school, thereby making them feel part of a larger purpose.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Norland Elementary School

VISION

Our vision is to develop the education and self-esteem of each child by providing an academically enriched environment. We will include parents and teachers working together so each child can evolve into a contributing citizen who will reach for the stars in tomorrow's technological and global society.

MISSION

Our mission is to provide an enriched academic environment which will develop students into life-long learners. The school will provide valuable learning experiences by meeting the needs of the whole child. We will provide students with the tools necessary to succeed through the use of direct instruction, hands-on learning, and a variety of academic experiences. Our students will develop the life skills necessary to become independent critical thinkers.

CORE VALUES

Our goal is to develop the education and self-esteem of each child to his/her fullest potential through a nurturing and supportive academic environment. We strive to serve the whole child in an enriched academic environment, which will develop life-long learners.

School Demographics

Norland Elementary School is located at 19340 N.W. 8 Court, Miami, Florida. The campus is shared with Miami Norland Senior High School and the Norland Triplex Health Connect in Schools (HCiOS) initiative. There are five buildings and four relocatables on the land. We serve approximately 700 Prekindergarten through grade five students from the surrounding neighborhood; of which 84 percent are on free and reduced lunch. The ethnic/racial makeup of the student population is 91 percent Black, six percent Hispanic, one percent White, and two percent Asian/Indian Multicultural. Standard curriculum students comprise 84 percent of our student population, while ESE students comprise three percent and ESOL thirteen percent respectively. The average attendance rate for students is 95.27.

Due to the relatively low-income bracket of the area surrounding the school, Norland Elementary School is a Title I funded school. In order to offer resources that will enable our students to participate fully in the life of the community, all classrooms, including the relocatables, have Internet accessibility. Our Computer Lab has 36 computers, in addition to 150 computers in the classrooms, and an upgraded school-wide network. Additionally, we provide a variety of accommodations to meet the needs of our students. Our standard curriculum students benefit from the Houghton Mifflin Reading Program for two and a half hours per day. Our ESOL students are taught with ESOL strategies in the regular classroom and for those students who are still learning English, small group instruction is used. Norland Elementary implements an inclusion model for students with diagnosed exceptionalities. Special accommodations for these students include: preferential classroom seating, Books-on-Tape, small group learning/testing and customized curriculum. We continue to implement our co-teaching model in Pre-K for inclusion and provide those children with physical, occupational and speech therapy.

The school has one principal and one assistant principal. There are thirty-three certified classroom teachers, one media specialist, one elementary guidance counselor, one technology teacher, one social worker, six special area teachers, four full-time paraprofessionals, two ESE teachers, two reading coaches and a curriculum support specialist funded by the School Improvement Zone. The ethnic makeup of faculty and staff is as follows: 34 percent of the classroom teachers are White, 37 percent are Black, 20 percent are Hispanic, and two percent are Asian/American Indian. Of the instructional staff: 46 percent hold Bachelor's Degrees, 43 percent hold Masters Degrees, and 11 percent hold Specialists Degrees. They have an average of 14 years teaching in Florida.

School Foundation

Leadership:

After reviewing the Organizational Performance Improvement Snapshot Survey(OPIS), the leadership team analyzed the areas of concerns as it relates to our faculty, students and parents. The two areas that were rated the highest by the faculty and staff within the area of Leadership are that staff know what the mission of the school is and the administration shares information with staff and encourages staff to continue to grow professionally. Data indicates that staff understands who their most important customer is and how to measure the quality of their work. The Leadership Team at Norland Elementary School believes that knowing who the most important stakeholders are and communicating this to staff, parents and community is essential to the functioning of the school. To this end, sharing information through the Educational Excellence School Advisory Council (EESAC) meetings, faculty meetings, quarterly parent newsletters, flyers, parent/teacher conferences and grade level meetings we accomplish one of our main goals to keep the focus on the student body. We are guided by our mission and vision which is highly visible in the main office, hallways and classrooms. However, when further reviewing the OPIS survey, an area of concern is that faculty and staff feel their input is not valued as it relates to the future of the school. This is critical because we believe in working as a team to accomplish our goal of providing effective instructional strategies to meet the needs of our diverse student population. Therefore, this area will be addressed by seeking faculty and staff input in areas of concerns through grade level meetings, faculty meetings and vertical team meetings.

District Strategic Planning Alignment:

After reviewing the OPIS survey, the data shows the area of Strategic Planning as having the lowest average of all categories. Data indicates that staff members felt that their input was not solicited as it relates to plans for the future of the organization. Also, staff members indicate that they do not know how the school's plan for the future will affect them. These two areas are critical for the school, because if staff perceives they are working while having no input as a stakeholder, morale will be affected. This area will be addressed through grade level meetings and individual teacher/administrator conversations. Additionally, staff that does not regularly participate in leadership positions may be asked for their input and contribution to the school, thereby making them feel part of a larger purpose.

Stakeholder Engagement:

Norland Elementary School strives to achieve a high level of satisfaction from its customers. Results of the OPIS survey indicate that our faculty and staff are well aware of who their most important customers are and keep in touch with their customers. The survey results indicate a need for improvement in empowering all stakeholders to solve problems.

Faculty & Staff:

At Norland Elementary School, we implement a team approach through common planning time for grade level teachers to share ideas, discuss student achievement and plan lessons together on a regular basis. Experienced teachers are paired with new teachers to mentor and provide support. The school's administrative team meets with grade groups on an ongoing basis. According to the Organizational Performance Improvement Snapshot Survey, improvement is needed in the area of teamwork and collegial cooperation.

Data/Information/Knowledge Management:

Norland Elementary School uses data to improve instruction and student performance. The Leadership Team analyzes the previous year's test data and the results are presented to the staff to identify innovative teaching strategies and curriculum materials to improve instructional practices. Additionally, through an Instructional Leadership Academy Grant, the administration and staff at Norland has access to SnapShot, a tool to help develop instructional purpose and use student data in the improvement of student performance. Teachers also have access to Student Performance Indicators (SPI) to track student performance and utilize the Edusoft assessment system to analyze aggregated class scores and individual student scores broken down by standard. Administrators use assessment results to track students in intervention programs and analyze data by school, grade, teacher, ethnicity, or state/federal program. The assessment results provide immediate feedback allowing our staff to identify student weaknesses and modify instructional delivery. According to the OIPS survey in Measurement Analysis and Knowledge Management, faculty and staff are knowledgeable about how to measure and analyze the quality of their work.

Education Design:

The goals and objectives of Norland Elementary School focus on increasing academic achievement as well as providing programs and activities for our students, to promote positive social, emotional and physical growth. We continue to implement the Comprehensive School Reform (CSR) Model by partnering with Co-nect to conduct a needs assessment and provide research-based tools to diagnose and improve the quality of instruction at Norland Elementary School. The Evidence of Quality Teaching (EQT) to identify components of highly effective instruction and Evidence of Quality Work (EQW) to evaluate student work is used to identify instructional quality. This information is used to target areas for teacher professional growth. We offer an array of programs to meet the needs of all of our students including the extended day program for intervention and enrichment, a before and after school tutorial program, computer-assisted instruction, small group instruction, flexible grouping and the Academic Excellence Program (AEP) to teach higher order thinking skills. Selected students also participate in the Citibank FamilyTech Program which provides computers and reading software for home use.

Performance Results:

After reviewing the OPIS Survey results in the area of Business, the Leadership Team noticed that staff at Norland Elementary feel that customers are satisfied with the quality of their work and that goes hand in hand with the high percentage of staff that is content with their jobs.

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:

Students at Norland Elementary School will continue to improve their reading skills until all students are reading at or above grade level.

Needs Assessment

The results from the 2006 FCAT Reading Test indicate that overall, 63 percent of the students tested made learning gains and 71 percent achieved high standards in reading. The scores reflect a three percent decrease in students achieving learning gains; however, there was a nine percent increase in students achieving high standards. Disaggregation of the data across grade levels indicate that 80 percent of third grade students, 69 percent of the fourth grade students and 59 percent of fifth grade students scored at or above FCAT Achievement Level 3. As compared to the 2005 administration, third grade students' scores reflect an increase of twenty-six percentage points. In grade four the scores reflect an increase of ten percentage points, and grade five scores reflect a decrease of six percentage points. Although all of our subgroups have exceeded the percent established by the FDOE, we will continue to work with these groups to maintain or exceed the standards set forth by the DOE. The percent of students in grades 3-5 who scored in the lowest 25 percent demonstrated acceptable levels of learning gains. The data shows that compared with 2005 scores, there was an increase of eighteen percentage points. Although this data suggests that the school has decreased the number of students scoring at the lowest 25 percent, continued support is needed with this population and implementation of strategies that will continue to increase student achievement. In examining the data of the content clusters in reading, grade levels three and four show an average increase of twenty-three percentage points earned in the words/phrases context cluster. Grade three students showed an increase in the reference and research and main idea cluster, but decreased by five percentage points in the compare and contrast

cluster. Grade four maintained in reference and research and improved twelve percentage points in main idea, comparisons and words and phrases clusters. Grade five decreased by eight percentage points in all content cluster areas.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 77 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an additional hour of intervention for Tier 3 students and a half hour of intervention for Tier 2 students using Voyager Passport.	Adiministrators Reading Coaches Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Develop and implement a focus calendar according to the District's Pacing Guide, conduct bi-weekly and cumulative benchmark assessments to identify and monitor all students.	Administrators Classroom Teachers Reading Coaches	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Using the Continuous Improvement Model, data from the DIBLES quarterly assessment is analyzed and a individual progress monitoring plan is developed for each student.	Administrators Classroom Teacher/ Reading Coaches Reading First Regionaal Coordinator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide before school tutorial in reading/writing targeting the lowest 35 percent in grades three through five, utilizing Reading Plus and Kaplan Educational Materials.	Administrators Reading Coaches Classroom Teachers Zone Curriculum Support Person	8/7/2006	6/1/2007	District Strategic Plan	\$3000.00
Administer pre/post test to determine the effectiveness of tutorial programs.	Administration Reading Coaches Classrooms Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide parents with quarterly training to inform and involve them in their child's reading curriculum, state mandated tests and grade level expectations.	Administrators Classroom Teachers/Reading Coaches Curriculum Support	8/7/2006	6/1/2007	Community Partnerships	\$500.00
Provide teachers with ongoing professional development utilizing the Reading First Continuum Coaching Model.	Administrators Reading Coaches	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00

Research-Based Programs

A. CORE READING PROGRAM

The core reading program, Houghton Mifflin Reading implemented in Kindergarten to Fifth grade, provides the basis for instruction and connects to the following supplemental materials.

*Early Success – an intervention program utilized during the extended day designed for first and second grades students who are below grade level.

*Soar to Success – an intervention program for grades three through eight students who are reading below grade level. *Elements of Reading: Vocabulary - an oral vocabulary instructional program designed for kindergarten through third grade students. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.

c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2 1/2 hour literacy instructional time.

*Voyager Passport – is an intervention program for students in kindergarten and third grade who encounter reading difficulty and are performing below grade level. The goal of Voyager Passport is to accelerate students' reading growth to be adequate with grade-level expectations.

*Reading Plus Program - The program will provide intensive instruction for essential skills that are needed for reading proficiency with emphasis on oral reading fluency. Students will engage in activities to develop: accuracy in visual tracking, word association, visual memory, and adequate silent reading rates to improve reading comprehension.

Professional Development

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing grade level lesson plans and adapting them for differentiated instruction.
- Co-planning and co-teaching lessons with a knowledgeable peer or a Zone Curriculum Support Specialist
- Planning with a study group that focuses on implementing research-based practices
- Implementing the coaching model of support including planning, modeling, follow-up, feedback activities and professional development
- Provide CRISS Professional Development
- Analyzing student performance data to monitor student progress
- Planning in a cadre with other coaches

The principal and coaches will provide professional development on the K-12 Comprehensive Research-Based Reading Plan (CRRP) and the Reading First Plan during pre-planning days. Additionally, teachers will be provided with training on the five elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). New teachers will be provided with training on the CRRP which takes place prior to the opening of schools or within two weeks of assignment. Additionally, information and trainings for teachers, principals, assistant principals, support personnel, student services personnel, and support team members will be provided through our School District, Regional Center and Reading First Regional Coordinator.

Coaches will demonstrate lessons using scientifically-based materials for reading.

Attendance and participation at the Just Read, Florida! Coaches Conference, content trainings, access to the Just Read, Florida! website and the Florida Center for Reading Research website will provide Reading Coaches with the awareness and understanding of scientifically-based reading research materials. Reading Coaches will demonstrate lessons using the CRRP, Houghton Mifflin Reading and the interventions; Early Success, Soar to Success, Voyager Passport, and LeARN Internet based reading strategies.

Evaluation

The success of meeting the objectives will be measured by the scores on the 2007 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed bi-weekly and cumulative benchmark assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at Norland Elementary School will improve mathematics performance for all No Child Left Behind target groups.

Needs Assessment

The data attained from the 2006 FCAT Mathematics Test indicate that overall, 78 percent of the students tested made annual learning gains and 66 percent achieved high standards in mathematics. The scores reflect a ten percent increase in students making learning gains and a fifteen percent increase in students meeting high standards in mathematics. Additionally, results indicate that 61 percent of students in grade three have scored at or above FCAT Achievement Level 3, an increase of 13 percentage points over scores of the 2005 administration. Data indicates that 81 percent of students in grade four have scored at or above FCAT Achievement Level 3, an increase of 35 percentage points over scores of the 2005 administration. Fifty - one percent of students in grade five have scored at or above FCAT Achievement Level 3, an increase of 7 percentage points over scores of the 2005 administration. The upward trend of scores in grades three and four reveal that focused and intense instruction in the five mathematics strands was responsible for the learning gains. All three subgroups at Norland Elementary: Black, Free and Reduced Lunch and Limited English Proficient (LEP), met adequate yearly progress in math. An analysis of the average number of points earned in each of the five strands reveals that for grade five students, there was a decrease in the number of points earned in the algebraic thinking strand. However, for the measurement, number sense and data analysis strands the number of points earned increased by an average of ten percentage points from the 2005 FCAT administration. Grade three students showed gains in number sense, with an average increase of 16 points and in algebraic thinking with an average gain of 17 percentage points. Grade four students showed an increase of an

average of 15 percentage points in all the clusters except for algebraic thinking. In this cluster, the number of points remained the same. This data indicates that mathematics instruction was aligned with the tested benchmarks and that staff focused their efforts on the strands in which the students did not show a positive gain in the 2004 2005 FCAT administrated test.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 71 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize manipulatives to enhance understanding through hands on math.	Administrators Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Implement the Coaching Model (planning with teachers, demonstrating strategies, practice, and feedback to support the core mathematics program.	Administrators Curriculum Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize Extended Day to provide students with reinforcement of strands targeted during the regular school day using the Scott Foresman-Addison Wesley Mathematics Series and Riverdeep.	Administrators Classroom Teachers Curriculum Support Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize the district developed pacing guide to enhance the delivery of instruction in math and ensure that all math benchmarks are taught in grades kindergarten through five.	Administrators Curriculum Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement technology programs to enhance the mathematics curriculum to reinforce learning using: Riverdeep, FCAT Explorer, and Scott Foresman Software.	Administrators Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide parents with quarterly training to inform, involve and educate them on the Florida Comprehensive Assessment Test and the Scott Foresman Mathematics curriculum used at the school.	Administrators Curriculum Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$500.00
Utilizing the Continuous Improvement Model, develop Pre and Post tests, bi-weekly benchmark assessments to gauge student achievement. Disaggregated data reports will be used to redirect classroom instruction, place students in a flexible tutorial program, and develop an instructional focus calendar. Additionally, data from these reports will be	Administrators Curriculum Specialist and Administrators Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00

used to generate Progress Monitoring Plans for targeted students.	
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Research-Based Programs

Scott Foresman-Addison Wesley Mathematics Series
Riverdeep
FCAT Explorer

Professional Development

Using the District organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Teachers will receive training in CRISS Strategies through the District. In-services will be scheduled by the Division of Math and Science. Teachers will receive consistent support by the Curriculum Specialist, such as, demonstration of lessons, co-teaching, and one-on-one planning as well as grade level discussions and evaluation. Curriculum Support Personnel analyzed the 2006 FCAT content cluster points, and concluded that the 3rd grade teachers need professional development in data analysis, number sense and geometry. Analysis of 4th and 5th grade scores showed an increase in every strand except for Measurement. Curriculum support will work on providing teachers with materials and techniques during grade level meetings to improve scores. There will be consistent professional development through the year to support the teachers with these strands.

Evaluation

Success of meeting the objectives will be measured by the scores on the 2007 FCAT Mathematics Test. Formative bi-weekly benchmark assessments and monthly cumulative assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

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

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

GOAL 3 STATEMENT:

Increase writing performance in all NCLB populations.

Needs Assessment

The results attained from the FCAT Writing Plus assessment, indicate that 80 percent of the students tested met the state standard of 3.5 or above in writing on the 2006 FCAT Writing Plus Test. The average Narrative Writing score was 3.5 and the average Expository score was 4.0. The combined mean score of the tested population is 4.1. The data results showed that the writing scores decreased from the previous year and the students require further development in the writing process, especially in narrative writing. Although data indicates the strength is expository writing, continuous instruction is required as we seek to raise student achievement levels.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 82 percent of students scoring at level 3.5 or above on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Administrators Reading Coaches/Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Incorporate writing across the curriculum and include strategies for each subgroup.	Administrators Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Utilize the Writing Instructional plan developed by the School Improvement Zone.	Administrators Reading Coaches	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Conduct ongoing grade level meetings to discuss progress on monthly writing assessments.	Administrators Reading Coaches Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Using the Continuous Improvement Model, coaching and mentoring will be provided to effectively implement the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators Reading Coaches/Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Incorporate classroom journal writing to provide additional writing opportunities.	Administrators Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$500.00

Research-Based Programs

*Effective Writing Component of the Comprehensive Researched Reading Program (CRRP) and Writing Component of the Houghton Mifflin Reading Program.

*Comprehensive Researched Reading Program

*Sanron Teach Me Writing

*Houghton-Mifflin

Professional Development

Professional development will be provided by the Reading Coaches to include the five areas of professional growth for teachers at Norland Elementary:

- Examination and discussion of scientifically-based research in reading/language arts
- Delivery and scaffolding of instruction in the five major reading/language arts components
- Administration and analysis of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures
- Data analysis for planning instruction and effective use of time
- Methods for providing differentiated instruction in the classroom

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through ongoing administrative grade level meetings.

Reading Coaches will facilitate ongoing follow-up through:

- * Reviewing sample lesson plans and adapting them for the classroom
- * Co-planning and co-teaching lessons with a knowledgeable peer
- * Planning with a study group that focuses on implementing new practices
- * Analyzing student data with teacher
- * Implementing the coaching model of support including the observation, planning, modeling, follow-up, and conferencing
- * Analyzing student performance data to monitor student progress
- * Planning in a cadre with other coaches
- * Holistic scoring training
- * Reciprocal Teaching and FCAT Writing Plus strategies
- * Best Practices
- * CRISS
- * Focus on the Continuous Improvement Model
- * Writing Across the Curriculum

Evaluation

Success of meeting the objective will be measured by the scores on the 2007 FCAT Writing Plus Test. Pre-Post Tests and monthly assessments will be used to monitor students' progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Students at Norland Elementary School will improve science performance skills to meet the state required mastery level.

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that 18 percent of students met high standards. Therefore, an additional 25 percent of students in fifth grade need to achieve at an FCAT Level 3 in order to reach the 2006-2007 target of 43 percent of students achieving high standards. An analysis of the clusters indicate that Earth and Space, Life and Environmental and Physical and Chemical clusters were the areas that students scored the lowest. This year a concerted effort to provide support to teachers should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 43 percent of students reaching state required mastery level as documented by scores of the 2007 FCAT science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct weekly science investigations that will ensure students' mastery of the scientific process.	Administrators Curriculum Support Specialist Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implementation of a science lab to practice the hands-on science activities using the District Science pacing guide.	Administrators Curriculum Specialist/Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize the district developed pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades kindergarten through five.	Administrators Curriculum Specialist/Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Encourage the participation in a schoolwide Science Fair/Mathematics Family Night that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home and in real life situations.	Administrators Classroom Teachers/Curriculum Specialist	8/7/2006	6/7/2007	District Strategic Plan	\$200.00
Conduct staff development workshops to promote the teaching of science process skills.	Administrators Classroom Teachers/Curriculum Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilizing the CIM process, implement bi-weekly assessments so teachers can review data and use to redirect classroom instruction and place students in a groups.	Administrators Classroom Teachers/Curriculum Specialist	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Science Series

Delta Science Modules

Professional Development

Using the District organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Teachers will receive training on CRISS strategies through the District. In-services will be scheduled by the Division of Math and Science. Teachers will receive consistent support by the Curriculum Specialist, such as, demonstration of lessons, co-teaching, and one-on-one planning as well as grade level discussions and evaluation.

Evaluation

Scores of the 2007 FCAT Science test will be used to evaluate this objective. In addition, monthly and cumulative assessments will be utilized to monitor progress and drive instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 5 STATEMENT:

Increase percentage of parents who participate in school activities and are involved in their child's education.

Needs Assessment

Parent sign-in log records for the 2005-2006 school year reveal that 36 percent of the parents participated in school activities. Our goal for this school year is to increase participation by 15 percent. Additional activities such as parent workshops, informational meetings and Student of the Month celebrations have been scheduled to promote parental involvement.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 15 percent increase in parental and community involvement as evidenced by a total of fifty one percent parent participation in school activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enhance Parent Resource Center by adding computers for parents to access community agencies/resources and educational websites. Maintain updated materials that foster parental knowledge of school system, educational expectations, home learning support and positive parenting.	Administrators, Social Worker, Specialist, Reading Coaches, Curriculum Support Specialists	8/7/2006	6/1/2007	Community Partnerships	\$500.00
Maintain an open line of communication throughout the school year between home and school through the use of monthly parent calendars and bi-monthly letters and notices to keep parents informed of activities that will occur in the school.	Administrators, Classroom Teachers, Social Worker, Norland Triplex Health Connect in Our Schools staff	8/7/2006	6/1/2007	Community Partnerships	\$75.00
Plan and facilitate special "Family Night" activities such as Supplemental Educational Services (SES) Fairs, Open House, Parent Portal trainings, Title I Parent Orientation, Mathematics/ Science Fair Night, Parent Academy workshops, Holiday Programs, and Awards Ceremonies to encourage additional opportunities for parental involvement.	Administrators, Social Worker, Reading Coaches, Curriculum Support Specialist, Media Specialist, teachers	8/7/2006	6/1/2007	Community Partnerships	\$300.00
To promote meaningful parent and family participation, Norland Elementary School will recruit new Dade Partners and school volunteers to become active stakeholders through participation in decision making groups and activities such as PTSA, EESAC, Title I PAC/DAC, IEP and PMP meetings.	Administrators, Social Worker, Guidance Counselor, EESAC Chair, Curriculum Support Specialist	8/7/2006	6/1/2007	Community Partnerships	\$50.00
Provide strategies for parents to play an integral role in assisting student learning through parent workshops held monthly, printed information sent home quarterly, and community school/parent outreach programs that support student achievement in reading, mathematics, writing and science.	Administrators, Social Worker, Reading Coaches, Curriculum Support Specialist, Media Specialist, Classroom Teachers	8/7/2006	6/1/2007	Community Partnerships	\$250.00

Research-Based Programs

National PTA Standards for Parent/Family Involvement Programs and Passport to Success

Professional Development

School guidance counselor and social worker will participate in trainings that foster parental and community involvement. Clerical staff will participate in Customer Service training to improve reception of parents in the front office. Parents and staff members will collaborate and actively participate in the following activities: Supplemental Educational Services (SES) Fairs, the Title I Instructional Fair, an annual opening of school activity to acquaint teachers and parents with instructional materials that can be used at school and at home; the Annual Technology Conference that showcases technology-based instructional and productivity programs; the Educational Excellence School Advisory Council (EESAC) meetings and Zone/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

Evaluation

Parental and community involvement will show a 15 percent increase above the 2005-2006 level of parental participation as evidenced in the tally of parent activities sign-in rosters. Rosters will reflect an overall total of 51 percent parent participation in school activities.

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

To create a safe and orderly learning environment for all students. Students will continue to attend school on a regular basis until school attendance rate reaches 100 hundred percent.

Needs Assessment

A review of the attendance analysis for the 2005-2006 school year indicates that there was a 94.71 percent rate of students' daily attendance.

Measurable Objective

Given the need to increase student attendance, the school attendance rate for the 2006-2007 school year will increase by one percent to 95.71 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement school-wide discipline plan developed by discipline committee.	Administrators, School Social Worker, School Guidance Counselor	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Institute opportunities for students who demonstrate positive school behavior to develop leadership roles within the school (i.e. student council, safety patrol, peer mentoring/mediation)	Administrators, Social Worker, Activities Coordinator	8/7/06	6/1/2007	District Strategic Plan	\$0.00
Coordinate student participation in the "Do the Right Thing", "Big Brother Big Sister" and "Boys/Girls Scouts" programs.	Administrators, Guidance Counselor	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Announce classes with 100% attendance on a daily basis	Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide additional services and interventions to students with a history of absenteeism and tardiness.	Administrators, Social Worker, Guidance Counselor	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Rewards students with perfect attendance on a weekly basis.	Administrators, PTA, Dade Partners.	8/7/2006	6/1/2006	District Strategic Plan	\$500.00
Track identified students with a history of absentee problems, schedule parent conferences and provide additional services and interventions.	Administrators, Social Worker, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement Children and Mentors Pair for Success (CHAMPS) program where teachers and staff members mentor at-risk students weekly.	Administrators, Social Worker, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$75.00
Identify and monitor students with five or more absences or excessive tardiness.	Administrators, Teachers, Social Worker	8/7/06	6/1/2007	District Strategic Plan	\$0.00
Integrate Learning 4 Life character education classroom lessons three times a month during social studies, character building strategies throughout the school year and reward students who demonstrate positive character traits.	Administrators, Guidance Counselor, Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$200.00

Research-Based Programs

Professional Development

School social worker will participate in truancy prevention/intervention training. Teachers will participate in training to promote student attendance through positive classroom management and open communication with parents.

Evaluation

Attendance roster will demonstrate an increase of student attendance by one percentage point to 95.71 percent.

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 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

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

GOAL 7 STATEMENT:

Increase the usage of technology in education to enhance the academic achievement of all students.

Needs Assessment

The Reading Plus Program was implemented in November 2005, therefore students did not have an entire school year to access the program. This year there is a need to provide students with greater access to computers in order to increase the average time students are completing Reading Plus lessons. Students in grades three through five need to increase their time spent using Reading Plus from an average of 7.5 hours during the 2005-2006 school year to an average of 15 hours during the 2006-2007 school year.

Measurable Objective

Given an increased emphasis on the use of technology, students will increase their use of Reading Plus as evidenced by students in grades three through five utilizing the Reading Plus Program for an average of 15 hours during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Reading Plus Program in grades two through five.	Technology Facilitator, Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Schedule third through fifth grade classes in the computer lab to access the Reading Plus Program for forty-five minutes per week.	Technology Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement an incentive program to encourage student use of the Reading Plus Program.	Technology Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$500.00
Provide professional development activities for teachers on the use of Reading Plus.	Administrators, Technology Facilitator	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize technology to analyze student data and monitor student use and progress.	Administrators, Technology Facilitator, Classroom Teacher	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Infuse technology into the curriculum by providing daily opportunities for students to use the Reading Plus Program.	Classroom Teacher	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Reading Plus, Accelerated Reader, SuccessMaker Enterprise, Waterford Early Reading System and the National Education Technology Standards (NETS)

Professional Development

Professional Development for Reading Plus will be provided to teachers during the extended professional development day. Teachers will receive training on the use and management of Reading Plus as well as monitoring student use and progress. Professional development activities will be scheduled by the administration and will be conducted by Reading Plus trainers. Additional support for using Reading Plus, interpreting data and monitoring student progress will be provided as needed by the school Technology Facilitator.

Evaluation

The success of meeting the objective will be determined if students in grades three through five average 15 hours of usage on the Reading Plus Program during the 2006-2007 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

To improve Student Health and Physical Fitness

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM, 34 percent of fourth and fifth grade students tested earned gold and silver awards. These results indicate a need for students in grades four and five to become more physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by 38 percent of students earning the gold and silver awards in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Direct and oversee students' participation in the following activities to prepare for the Fitness Gram. 1. Physical Fitness (one mile) 2. 20 curl ups in one minute 3. 10 push-ups in one minute 4. Body stretching for flexibility	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct pedestrian safety awareness activities to ensure students are aware of road safety.	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Ensure physical fitness activities are aligned to the Sunshine State Standards.	Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education teachers will attend professional development workshops presented by the District and State to stay abreast of current trends in the physical education field.

Evaluation

This objective will be evaluated by the 2006-2007 FITNESSGRAM results.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students will have the opportunity to develop an appreciation for the visual arts, music and literature through the extended day curricular offerings.

Needs Assessment

In order to provide more students the opportunity to extend their learning beyond the curriculum in the classrooms, more enrichment activities must be scheduled for eligible students in grades two through five. According to 2005-2006 data, 120 students were enrolled in the enrichment activities program. In order to showcase students talents, there is a need to increase the number of students enrolled in the enrichment program to 135 for the 2006-2007 school year.

Measurable Objective

Given the emphasis on the benefits of participating in enrichment activities, the number of students in grades 2-5 who will participate in the enrichment program activities during the 2006-2007 school year will increase to 135 students enrolled in enrichment activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students opportunities to participate in the school's percussion band and chorus.	Administrators Music Teacher Chorus Teacher	8/7/2006	6/1/2007	Expanding arts opportunities	\$200.00
Showcase students' talents through a dramatic play presentation during the annual holiday show, spring show and end of the year show.	Administrators Music Teacher Drama Teacher Art Teacher	8/7/2006	6/1/2007	Expanding arts opportunities	\$100.00
Create and monitor an after school chess program.	Administrators Chess Team Coordinator	8/7/2006	6/1/2007	Expanding arts opportunities	\$0.00
Implement a school- wide Arts Festival to display students' talents and crafts, which will be showcased during the month of May.	Administrators Art Teacher Music Teacher	8/7/2006	6/1/2007	Expanding arts opportunities	\$200.00
Create a book club for students in grades two and three utilizing our high school student mentors as leaders to lead book talks.	Administrators Media Specialist Reading Coaches	8/7/2006	6/1/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Special Area Teachers providing enrichment opportunities will participate in professional development activities as they are made available through the district and region.

Evaluation

The number of students participating in the extended day program during the 2006-2007 school year will increase to 135 students as evidenced by the attendance rosters.

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"/>

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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 10 STATEMENT:

Norland Elementary School will rank at or above the 90th percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data gathered from the Florida Department of Education indicate that in 2004-2005 Norland Elementary ranked in the 20th percentile on the ROI index.

Measurable Objective

Norland Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 20th percentile in 2004-2005 to the 25th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Evaluate current practices to gauge effectiveness of present resources.	Administration	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Consider shared use of facilities, or partnering with community agencies.	Administrators EESAC	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Establish a greater number of active Dade Partners.	Administrators School Guidance Counselor Social Worker	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Collaborate with the district on resource allocation.	Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Monitor the use of financial resources in relation to school programs and participate in District trainings offered related to school budget.	Administrators EESAC	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Administrators will attend professional development facilitated by the District.

Evaluation

On the next State of Florida ROI index publication, Norland Elementary School will show progress towards reaching the 25th percentile.

EESAC Compliance

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

Budget:

The EESAC, in conjunction with the principal, continues to make recommendations for budget expenditures for the 2006-2007 school year. The EESAC will expend its budget of \$6,000 to purchase additional materials to facilitate differentiated learning in the classrooms.

Training:

The EESAC recommends faculty members receive training on the CRISS (Creating Independence through Student-Owned Strategies) process for further professional growth and self-development. Additionally, members will attend District Professional Development workshops to continue to be informed of current EESAC requirements.

Instructional Materials:

The EESAC will view instructional materials and provide suggestions to enhance the core curriculum and improve student achievement.

Technology:

The EESAC will give recommendations and offer suggestions to improve access for all students to available technology at the school.

Staffing:

The EESAC will provide support to staff members in order to improve student achievement.

Student Support Services:

The EESAC will offer suggestions and resources to enhance student support services.

Other Matters of Resource Allocation:

The EESAC meets on a regular basis to identify issues concerning process improvement in the following areas: improving educational program design, student support programs, educational delivery and data usage.

Benchmarking:

The EESAC has reviewed, analyzed and evaluated data related to FCAT assessments, School Profile and demographic data and formulated objectives and strategies to be included in the School Improvement Plan.

School Safety & Discipline:

The EESAC will promote school safety and discipline by providing additional resources and suggestions to enhance school-wide discipline and safety.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$3,500.00
Goal 2: Mathematics	\$500.00
Goal 3: Writing	\$500.00
Goal 4: Science	\$200.00
Goal 5: Parental Involvement	\$1,175.00
Goal 6: Discipline & Safety	\$775.00
Goal 7: Technology	\$500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$500.00
Goal 10: Return On Investment	\$0.00
Total:	\$7,650.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent