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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6571 - Norland Middle School

*FeederPattern:* Miami Norland Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Cheryl Nelson

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Norland Middle School*

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Norland Middle School is a Visual and Performing Arts Magnet school, serving students in grades six through eight. Our Magnet program has been recognized throughout the district, state, and nation. In 2004-2005, Norland Middle School's Magnet program was recognized for our commitment to excellence by the Magnet Schools of Distinction Program. This prestigious award placed our school in the national spotlight. Norland Middle School offers students quality educational programs such as Exceptional Student Education which includes Gifted, advanced courses, Foreign Language, and English for Speakers of Other Languages (ESOL). Norland Middle School serves 1454 students. The ethnic breakdown is 90 percent Black Non-Hispanic, .8 percent White Non-Hispanic, 6 percent Hispanic, 1.5 percent Multi-racial and .5 percent Asian/Indian. Of the students enrolled, 82 percent are basic education students, 16 percent are Exceptional Education students (9 percent Gifted) and 2 percent are ESOL students. Seventy-seven percent of our students qualify for free or reduced lunch.

Given instruction based on the Sunshine State Standards, the students in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the Black students in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the Students with Disabilities in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the students in grades 6-8 will improve their Mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the Black students in grades 6-8 will improve their mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades 6-8 will improve their mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the Hispanic students in grades 6-8 will improve

their mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the students in grade 8 will improve their writing skills as evidence by a 1% increase in the number of students scoring FCAT achievement level 3.5 or higher on the 2007 administration of the FCAT Writing+ test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 23% reaching the state required mastery level as documented by scores on the 2007 FCAT Science test.

Based on the need to establish and maintain a strong home-school connection, in order to facilitate student academic achievement, at least 200 more parents will attend school sponsored activities in the 2006-2007 school year, as evidenced by parent attendance logs at school functions.

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will be decreased from 30 percent in 2005-2006 to 27 percent as compared to the (CMF)Case Management Forms in 2006-2007.

Given an emphasis on the use of technology in education, all students will augment their usage of educational software as evidenced by a five percent increase of student usage during the 2006-2007 school year as compared to the 2005-2006 school year through the usage reports of Read 180, Reading Plus, Accelerated Reader, Bridges to Algebra, and FCAT Explorer along with classroom rosters of students completing computer-based projects.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 95 percent of the student population in grades six through eight will improve their physical fitness by receiving a Gold or Silver Award on the 2006-2007 FITNESSGRAM results.

The number of students participating in extra and co-curricular activities will increase by five percent for the 2006-2007 school year as compared to data derived from the 2005-2006 school year.

Norland Middle School will improve its ranking on the State of Florida ROI index publication from the 62nd percentile in 2005 to the 63rd percentile on the next publication of the State of Florida ROI index.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Norland Middle School will institute an instructional program, research-based READ-180, with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be

delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments, including weekly, monthly and quarterly assessments. These student performance data will be carefully analyzed and used to drive the instruction, accordingly. Data collected from Norland Middle School indicates that as students transition from one grade level to another, academic achievement scores decrease. As a response to this data Norland Middle School will continue a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Furthermore, the Transition Academy will foster a smooth transition for students as they enter middle school, a time when students often experience emotions such as anxiety or fear associated with leaving behind a familiar school environment and anticipating the beginning of middle school.

In conclusion, the Organizational Performance Improvement Snapshot Survey results for Norland Middle School indicate that we have important challenges this year: 1.) As the school constantly upgrades its technology department, teachers will need to be trained in the new programs available to them. ReadingPlus has been upgraded to a web-based instructional tool and SMART boards have been purchased for the teachers use. Teachers have been trained in the use of these tools to further the classroom experience for our students. 2.) In one of the lowest areas of the OPIS survey, the faculty and staff indicated that Norland Middle School does not remove things that get in the way of progress. On this survey item, the staff rated Norland Middle School a 3.2 out of five possible points. Our goal is to be more in touch with our staff and responsive to their needs so that our faculty and staff can increase the efficacy of the total school operations.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

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

## CORE VALUES

### *Excellence*

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

### *Integrity*

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

### *Equity*

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

### *Citizenship*

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

## Norland Middle School

### VISION

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

### MISSION

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

## CORE VALUES

### Excellence

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

### 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.

## *School Demographics*

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Norland Middle School is located on 13.3 acres in northern Miami-Dade County at 1235 Northwest 192 Terrace. The community is a predominately African-American, middle to lower middle-class, neighborhood composed of single family dwellings, apartment complexes, neighborhood businesses and well-known grocery and restaurant chains. There are five classroom buildings consisting of 94 classrooms, a media center and 14 portables, augmented with a freestanding auditorium and cafeteria. The 47-year-old school has been retrofitted to provide Internet and Intranet access to all classrooms and to the media center. The media center houses a state of the art closed circuit audiovisual system. The school has purchased wireless equipment to provide Internet/Intranet access for computer laptops for teachers and administrators. Norland Middle School has a Technology Education Laboratory and there are six additional computer laboratories. The northwest boundary of the school is adjacent to Norwood Park, allowing the students access to the community swimming pool and baseball diamond that are located in the park. Norland Middle School serves 1454 students. The ethnic breakdown is 90 percent Black Non-Hispanic, .8 percent White Non-Hispanic, 6 percent Hispanic, 1.5 percent Multi-racial and .5 percent Asian/Indian. Of the students enrolled, 82 percent are basic education students, 16 percent are Exceptional Education students of which 9 percent are Gifted. Norland Middle school also has 2 percent ESOL students. Seventy-seven percent of the students qualify for free or reduced lunch. In order to assure all students equal accessibility, the Parent Teacher Student Association is instrumental in identifying the needs and providing both direct assistance and referrals to appropriate Social Service agencies. Tutoring programs serve students in all subgroups who are in need of extra help in mastering skills taught in classrooms, both before and after school and in a Saturday Tutorial program. Students requiring extensive educational assistance are the responsibility of the members of the Child Study Team. The Full Service program, which serves Norland Elementary, Middle and High Schools, provides assistance to all families within the community. The school employs a total of 128 full-time employees and 10 part-time staff members. Of this group, 4 are administrators, 76 are classroom teachers (5 are Exceptional Student Education teachers and 1 is a media specialist); 4 are guidance counselors; 1 is a school Social Worker; 7 are classroom paraprofessionals; 7 are cafeteria workers; 7 are full-time clerical employees and 2 are part-time clerical employees; 5 are full-time security monitors and 4 is a part-time security monitor; 9 are full-time custodial service workers and 3 are part-time custodial service workers. In addition, Norland Middle employs one Microsystems Technician, 1 Computer Lab Specialist and an Audio Visual Specialist to support the technology infrastructure of the school. Norland Middle also employs a Title I Reading Coach, a state-funded Reading Coach and a Title I Community Involvement Specialist. Of the teaching staff, .04 percent are teachers new to Norland Middle School. The ethnic breakdown is 21 percent White, 63 percent Black, 13 percent Hispanic, and 3 percent Asian/Indian. The average length of time teaching in Florida is 11 years. Norland Middle School is proud that thirty-nine percent of the teachers have earned advanced degrees. Twenty-one teachers hold a Master's degree, eight teachers hold a specialist's degree, and one teacher has earned a Doctorate degree. Two teachers have attained National Board Certification. Norland Middle School links the community to the school in several ways. Norland is a part of a Full Service Center triplex funded through Health Connect that was created to promote healthier living and unify the fragmented health services in our community. This program offers a coordinated level of school-based healthcare at our school, expanded health screenings and assessments with access to follow-up care, mental and behavioral health services, nutrition and health counseling, and better access to a regular primary care physician.

# *School Foundation*

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## ***Leadership:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that the Leadership category was highly ranked. Issues relating to how the leadership sets direction for the school, shares the mission and vision of the school, and creates a positive working environment by involving its employees in the daily operation of the school. All items received a score ranging from 3.3 to 4.9 on a 5-point scale.

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

Of the seven categories on the 2006-2007 Organizational Performance Self-Assessment Survey, the District Strategic Planning Alignment was rated as one of the lower categories (3.5). The teachers felt that they should be asked for ideas as the school prepares to make future plans (Question 2a). They agree that their contributions made a positive impact on student achievement.

## ***Stakeholder Engagement:***

Our open door policy is a vital part of our plan to involve all stakeholders - parents, students, staff, and community members. In order to effectively communicate with parents, ample opportunities for communication exist, including parent surveys, monthly calendars of events, and the Title I Community Involvement Specialist home visits. In this area, our staff rated Norland Middle School on a range from 3.8 to 4.5 on a 5-point scale on the Organizational Performance Self-Assessment Survey.

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

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

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

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

## ***Education Design:***

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



***Performance Results:***

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

# ***Additional Requirements***

Only for schools under state sanction

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

Norland Middle School participated in the district Teacher Recruitment Fair. Additionally, Teach For America placed two teachers at this school site. The district and school-level teacher induction programs provide ongoing professional development and teacher support. Teacher mentors and PACES Professional Growth Teams are part of the teacher support system. Additionally, we continuously promote teachers to become National Board Certified and we are proud to have 2 National Board Certified teachers. These teachers mentor other teachers who aspire to become National Board Certified.

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

Cheryl W. Nelson, Principal, is a veteran Professional Educator with 33 years of experience, all in public education. She earned a Bachelor of Arts degree in English from the historic Bethune Cookman College in 1973, and a Master of Education degree in Administration and Supervision from Florida Atlantic University in 1977. Subsequently, she has continued her education through coursework at Florida International University, Barry University, St. Thomas University and the University of Miami. Mrs. Nelson began her career at John F. Kennedy Middle School where she taught Language Arts and served as Department Chairperson, Interdisciplinary Team Leader, National Junior Honor Society and Newspaper Sponsor, as well as Curriculum Committee Chairperson. In 1992, she became Temporary Assistant Principal at John F. Kennedy Middle School and the following September became Assistant Principal at North Miami Middle School. In 1994, she was assigned to Nautilus Middle School, where for two years she was the facilities manager, along with having other responsibilities. In 1996, she was assigned to Parkway Middle School where she became the Assistant Principal of Curriculum for six years. During her tenure, her focus on student achievement helped to raise student scores on the then significant SAT. Subsequently, she initiated a plan, which helped students raise scores in reading and writing to attain the grade of "C" for the school in 2001-2002. In August 2002, Mrs. Nelson was appointed principal of Norland Middle School. She immediately set about enhancing the quality of the educational program offered by refocusing on the academic needs of students. Realizing that a large part of student achievement begins with the perception of excellence, she has made revitalizing the plant a priority. Through her efforts, the Media Center has received a facelift as well as other areas of the site. The grounds have become more attractive through a beautification project and a reading patio has been erected. Additionally, recognizing that as a Magnet School for Visual and Performing Arts, neighborhood students were not getting the benefit of the "talent training" offered at the school, she has initiated a plan to afford more students the opportunity to participate in art, music and dance. Realizing the need to enhance the reading program, Mrs. Nelson has increased the number of reading teachers, with a long-term goal to have one reading teacher per team. Mrs. Nelson has been honored as John F. Kennedy Middle School's Teacher of the Year in 1982, Career Educator of the Year and Miami-Dade County's Assistant Principal of the Year for 1998. She was a Leadership Miami Participant in 1999. She has served on the following District Committees: Critical Incident Response Plan Update Committee, Assistant Liaison to Middle School Principals' Committee, and a member of Executive Training Program Revision Committee. She served on the District Assistant Principal of the Year Committee, the ACCESS Center's Teacher of the Year Committee and the Contract Negotiations Committee. She is a member of the National Association of School Administrators, Dade Association of School Administrators, and Delta Sigma Theta, Inc. She is also active in her church and teaches the Adult Sunday School Class.

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

Ms. Solomon began her educational career in 1977 at Edison Middle School where she taught reading and writing. In 1978, she transferred to Madison Middle school where she taught reading and writing. In 1979, Ms. Solomon left the field of education to work with Jaffe, Light and Clayman Ophthalmology. Ms. Solomon returned to the classroom in 1980 as a Drama and Reading teacher, where she also taught in the Alternative Education Program at John F. Kennedy Middle School. She was later appointed as Department Chairperson for Language Arts and then as administrative assistant, where she was responsible for all school activities, as well as discipline. Ms. Solomon was also the sponsor of the cheerleaders and the Drama Club. She served as the school's liaison with 163rd Street Mall and sponsored Back to School fashion shows at the mall. In 1993, Ms. Solomon was selected as Teacher of the Year at John F. Kennedy Middle School. In 1998, Ms. Solomon became Assistant Principal at Norland Middle School where she monitored all special programs (Exceptional Student Education, Gifted, ESOL, Magnet and Itinerant Personnel) and she worked with the Full Service Triplex Program for four years. She is currently responsible for Curriculum, including EESAC Committee, School Improvement Plan (Adequate Yearly Progress), Master Schedule, Teacher Observations, Budget, Title I, and Personnel. In addition, she monitors academic after-school and Saturday Tutorial programs. The after-school programs include: Concerned African Women (CAW), All Stars Enrichment Program and after school tutorial. She was selected as the 2002 Assistant Principal of the Year for the Norland Feeder Pattern. As Assistant Principal, Ms. Solomon monitored the writing process and implementation of the Sterling Challenge Application. She represented Norland Middle School as the school received recognition for participating in the Sterling Challenge at the Florida Sterling Council Conference in 2000.

John D. Nathan, Assistant Principal, has 20 years of experience as a Professional Educator. He earned the Bachelor of Art Degree from the University of Miami in Public Affairs and the Master of Science Degree in Educational Leadership from Florida International University. He is certified in Educational Leadership and Mathematics 6-12. Before entering the field of education Mr. Nathan worked in the private sector and brings a wealth of knowledge and practical experiences to his responsibilities as an administrator. Mr. Nathan's educational career began at Miami Beach Senior High School where he taught mathematics for eight years. Subsequently, he served three years as the school's Business Manager. In 1994, Mr. Nathan was appointed Assistant Principal at Nautilus Middle School. There he was afforded the opportunity to oversee every aspect of school operations, from Curriculum to Facilities Management, and was the principal's designee. Sensitive to the needs of all students, while at Nautilus Middle School, Mr. Nathan's observation of lunch-time activities led him to create a special reading section in the cafeteria for students' use during their free time. In 2004, Mr. Nathan was assigned to Norland Middle School. Mr. Nathan's influence has been felt as his skill at data analysis has provided the faculty with a clearer understanding of the information relative to FCAT results. Mr. Nathan has served as a member of the District Paraprofessional of the Year Committee. His affiliations include Dade Association of School Administrators (Charter Member), and PTSA for Norland Middle School, North Miami Beach Senior High School, Falcon Cove Middle School and Everglades Elementary School.

Ms. Jane Brinson began her teaching career in Miami-Dade County Public Schools in 1995. She taught honors first grade at Miami Shores Elementary School, sixth grade Academic Excellence at W.J. Bryan, and the fourth grade TEAM class at Madie Ives Elementary. During the past 3½ years Ms. Brinson has worked as a Curriculum Support Specialist for The School Improvement Zone and Regional Center II. Ms. Brinson is a first year Assistant Principal at Norland Middle School.

Ms. Brinson has received a Bachelor of Arts degree in History from Indiana University, a Master's degree in Elementary Education from Barry University, an Educational Specialist degree in Reading from Barry University, and a certificate in Educational Leadership from St. Thomas University.

### **• Teacher Mentoring:**

Norland Middle School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur.

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

### **• School Advisory Council:**

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

### **• Extended Learning Opportunities**

Targeted students will participate in an extended day literacy program. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program will be named the ReadingPlus. During the school day, pullout programs are available in mathematics, reading, writing, and Home Language Assistance Program for Limited English Proficient (LEP) students. These services are provided by our paraprofessionals and selected teachers. Additionally, before school homework assistance is provided. Students are identified to participate in an extended day program and Saturday Academy, where tutorial services are provided to enhance reading, mathematics, science, and writing skills. All students are provided the opportunity to utilize technology and experience project-based learning through programs such as ReadingPlus, ClassWorks, FCAT Simulation, FCAT Explorer, and RiverDeep. For students with a deficiency in reading, mathematics, science, and writing, the Concerned African Women, Diamond Minds After School Program (focusing on ESE students) funded by The Children's Trust and operated by United Cerebral Palsy Association of Miami, and After School All Stars programs provide after school tutorial services. The LEP students also receive Saturday school tutoring.

## **• School Wide Improvement Model**

Norland Middle School will incorporate the Continuous Improvement Model. This 8- Step Process will regularly assess students for intervention, remediation, and enrichment. All students will be administered pre-tests, bi-weekly, quarterly, and post-tests in core subjects. Curriculum Maps and Data Analysis will drive the instructional focus. Emphasis will be placed on those areas where the largest numbers of students need the most help. Schools will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

Improve reading performance for all students.

### **Needs Assessment**

The results of the March 2006 FCAT Reading Test indicate that 49 percent of the student population scored at or above a level 3. Seventy-one percent of the students achieved gains. Eighty-two percent of the lowest quartile made progress as compared to 71% in 2005.. Comparisons proved to be the greatest strength school-wide at 64 percent, while Main Idea/Author’s Purpose followed closely with 59 percent. The weakest area was Reference and Research at 36 percent of the total student population showing mastery. When Adequate Progress (AYP) of established subgroups is analyzed, the Limited English Proficiency and Students with Disabilities did not achieve the standards established by the state according to the No Child Left Behind Act (44 percent at or above grade level). Hispanics (55 percent) Black (45 percent) Economically Disadvantaged (45 percent) populations did achieve the standards established by the state.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, the students in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the Black students in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the Students with Disabilities in grades 6-8 will improve their reading skills as evidence by 51% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct teacher-student-parent FCAT Chats to review all students' performances on 2006 FCAT.	Administrators, Reading teachers	9/18/2006	3/26/2007	District Strategic Plan	\$0.00
Increase the number of inclusion classes as compared to the 2005-2006 school year.	Administrators, Teachers, Counselors	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide intensive (READ 180) reading classes for the LEP and SWD, and FCAT Level 1 students.	Administrators, Teachers, Counselors	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide a variety of teaching strategies to address all learning styles for all students that will include CRISS.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Continue to support the Miami-Dade County Public Schools' rigorous reading requirement for FCAT Level 1 and 2 students with reading deficiencies.	Administrators, Teachers, Reading Coaches, Language Arts/Reading Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide READING PLUS computer-based program for extended day class for FCAT Level 1 and 2 students.	Administrators, Reading Coaches	09/18/06	06/01/07	District Strategic Plan	\$0.00
Utilize Student Performance Indicators to develop and implement a tutoring program that targets all students' weaknesses.	Administrators, Reading Coaches, Reading and Language Arts Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Implement FCAT Explorer to improve all	Administrators,	09/11/06	4/6/2007	District Strategic	\$0.00

students' reading comprehension.	Reading Dept. Chair			Plan	
Utilize EduSoft to collect data and determine areas for improvement for all students.	Administrators, Reading Coaches, Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Utilize FCAT Reading Coach book to improve all students reading comprehension.	Administrators, Reading Coaches, Reading Teachers, Language Arts Teachers	01/08/07	06/01/07	District Strategic Plan	\$0.00
Utilize the CIM process to gather and review data and to differentiate instruction for all students in all courses to refocus instruction based on areas of weakness.	Administrators, Teachers, Reading Coaches	8/7/2006	06/01/07	Continuous Improvement Model	\$0.00
Continue the use of the Comprehensive Researched-based reading Plan in all courses for all students.	Administrators, Teachers, Reading Coaches	08/07/06	06/01/07	District Strategic Plan	\$0.00
Develop a school wide instructional calendar with pacing guides with a focus on reading.	Administrators, APC and Reading Dept. Chair	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide Saturday School tutoring for all students in areas of weaknesses through differentiated instruction based on benchmark assessments.	Administrators	11/04/06	05/26/07	Continuous Improvement Model	\$40000.00

## Research-Based Programs

READ 180, RiverDeep, Reading Plus and other supplemental materials, such as READ XL, and Language of Literature

## Professional Development

1. Snapshot training
2. Professional Learning Communities training
3. CRISS training
4. Reading in the Content Area training
5. District and Regional Center II training
6. SPI training
7. Data Analysis training
8. Reciprocal Teaching training
9. Continuous Improvement Model
10. Reading Plus training



## **Evaluation**

Scores from the 2007 FCAT Reading Test will be used to evaluate this objective. Additionally District-generated interim assessments, teacher-authored bi-monthly assessments, READ 180 computer software program, FCAT Explorer, MAZE Assessment, Reading Plus Data will be used to monitor progress and drive instruction.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

**GOAL 2 STATEMENT:**

Improve mathematics performance for all students.

**Needs Assessment**

Results of the March 2006 FCAT Mathematics Test indicate that 38 percent of the student population scored at or above FCAT Level 3. Sixty-one percent of the students made learning gains on 2006 FCAT administration. The total school population proved strongest in the areas of Number Sense (46 percent) and Data Analysis (43 percent). The weakest areas demonstrated were in Measurement (30percent), Algebraic Thinking, and Geometry with 37 percent mastery. When Adequate Progress of established subgroups is analyzed, the Black, Free and Reduced Lunch, Limited English Proficient, Students with Disabilities and Hispanic did not achieve the standards established by the state according to the No Child Left Behind Act (50 percent at or above grade level).

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, the students in grades 6-8 will improve their Mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the Black students in grades 6-8 will improve their mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the Economically Disadvantaged students in grades 6-8 will improve their mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the Hispanic students in grades 6-8 will improve their mathematics skills as evidence by 56% of the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Facilitate paraprofessional assistance and increase the number of inclusion and mainstreamed classes for Students with Disabilities.	Administrators, Teachers, Paraprofessionals	08/07/06	06/01/07	District Strategic Plan	\$0.00
Implement the coaching model to monitor curriculum implementation focusing on activities geared toward identified weak strands.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Increase the number of students in Advanced Mathematics Courses by identifying all students scoring FCAT Level 3 or higher to enrich and further develop students at mastery.	Administrators, Teachers, Counselors	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide intensive mathematics classes for FCAT Levels 1 and 2 students during the extended school day.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Pilot the Algebraic Thinking course to target FCAT Levels 1 and 2 students.	Administrators, Math Teachers	8/7/2006	5/1/2007	District Strategic Plan	\$0.00
Extend school day to include remedial mathematics class.	Administrators	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide a variety of teaching strategies to	Administrators, Teachers, Reading	08/07/06	06/01/07	District Strategic	\$0.00

address all learning styles that will include CRISS, technology, and hands-on manipulatives for all students.	Coaches			Plan	
Implement FCAT Explorer and RiverDeep to improve all students' mathematics skills..	Administrators, Mathematics Teachers	9/11/2006	06/01/07	District Strategic Plan	\$0.00
Utilize Student Performance Indicators to develop and implement a tutoring program that targets all students' weaknesses.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide Saturday Academy for all students in grades 6-8 to improve performance on selected annually assessed benchmarks.	Administrators, Math Teachers	11/5/2006	06/01/07	District Strategic Plan	\$0.00
Conduct teacher-student-parent FCAT Chats to review all students' performances on 2006 FCAT.	Administrators, Math Teachers	9/18/2006	4/9/2007	Continuous Improvement Model	\$0.00
Provide all students with Student Performance Profile to promote self-awareness of previous test results.	Administrators, Math Teachers	9/18/2006	4/9/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Glencoe textbook series, Algebraic Thinking Curriculum

## Professional Development

1. CRISS training
2. Curriculum Mapping
3. Vertical Articulation
4. FCAT Explorer Training
5. SPI training
6. Data Analysis training
7. Sixth-Grade Transitional Academy Training
8. EDUSOFT training
9. Inclusion training
10. Algebraic Thinking Curriculum Training
11. Technology training TI-84

## **Evaluation**

Scores from the 2007 FCAT Mathematics Test will be used to evaluate this objective. Additionally district-generated interim assessments, tutorial programs' student attendance, FCAT Explorer, teacher-authored assessments, benchmark assessments will be used to monitor progress and drive instruction.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Improve eighth grade writing performance for all students.

### **Needs Assessment**

Results of the 2006 FCAT Florida Writing+ Test indicate that 85 percent of eighth grade students scored at the state's mastery level of 3.5 or higher. Ninety-five percent of the eighth grade students scored at 3.0 or above. Twenty-one percent scored below the state mastery level. Eighth grade students who were tested achieved a combined mean score of 3.8. When compared to the 2005 administration, the scores rose one-tenth of a percentage point. The eighth grade students with the expository prompt of the FCAT Writing+ Test! scored a 3.8, thereby remaining the same as in 2005. The students with the persuasive prompt scored a mean score of 3.8, giving a one-tenth of a point increase in the mean score from 2005. On the multiple choice items of the Writing+ Norland Middle School scored the highest on the Organization cluster with an average of 66% correct followed by Focus at 62%. Support and Convention questions were the lowest clusters with 60% of the questions answered correctly. This indicates a need to improve students' performance in writing.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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 based on the Sunshine State Standards, the students in grade 8 will improve their writing skills as evidence by a 1% increase in the number of students scoring FCAT achievement level 3.5 or higher on the 2007 administration of the FCAT Writing+ test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data to drive instruction of all students on a continuous basis throughout the school year	Administrators	9/5/2006	06/01/07	Continuous Improvement Model	\$0.00
Administer quarterly writing assessments through the Learning Express writing program to all students.	Administrators, All Language Arts Teachers	10/2/2006	4/9/2007	Continuous Improvement Model	\$0.00
Implement the use of writing across the curriculum for all students.	Administrators, All Teachers	8/7/2006	06/01/07	Continuous Improvement Model	\$0.00
Develop writing portfolios in language arts classes for all students	Administrators, Language Arts Teachers	10/2/2006	4/9/2007	Continuous Improvement Model	\$0.00
Develop a writing academy for eighth-graders in order to improve their writing skills for all students.	Administrators, Language Arts Department Chairperson	10/2/2006	6/1/2007	Small Learning Communities	\$0.00
Develop a school wide instructional calendar with focus on the writing (Sunshine State Standards).	Administrators, Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Utilize CRISS (Creating Independence through Student-owned Strategies) to improve students' reading comprehension.	Administrators, Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Provide Saturday Academy for all students in grade 8 to improve performance in writing.	Adminsitrators, Teachers	11/4/2006	3/31/2007	District Strategic Plan	\$0.00
Provide Professional Development on the FLDOE writing rubric scoring system. Teachers will also be trained on the 6 Traits of Writing rubric	Administrators, All Teachers	10/2/2006	06/01/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

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

## **Professional Development**

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

## **Evaluation**

Scores from the 2007 FCAT Writing+ Test will be used to evaluate this objective. Additionally, school generated quarterly assessments and Learning Express writing data will be used to monitor progress and drive instruction.



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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 will increase their science performance skills to meet the state required mastery level.

### ***Needs Assessment***

Results of the March 2006 FCAT Science Test Administration of the FCAT reflect that 14 percent of students have met high standards. Eighth grade students need improvement in the areas of Scientific Thinking and Physical and Chemical as evidenced by 43% and 45% respectively. This year concerted effort in these areas should result in an increase in student achievement in science.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 23% reaching the state required mastery level as documented by scores on the 2007 FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase scientific-based inquiry activities for all students through bi-weekly science investigation.	Administrators, Science Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Implement classroom activities and project-based learning that promotes an inquiry approach to science for all students.	Administrators, Science Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Administer bi-weekly teacher-authored assessments based on the science benchmarks.	Administrators, Science Teachers	8/7/2006	06/01/07	Continuous Improvement Model	\$0.00
Administer quarterly assessments to all students	Administrators, Science Teachers	8/7/2006	06/01/07	Continuous Improvement Model	\$0.00
Integrate CRISS strategies throughout science instruction.	Administrators, Science Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Monitor classroom instruction through lesson plans and classroom walkthroughs.	Administrators, School Improvement Zone (SIZ) Curriculum Support Specialist	8/7/2006	06/01/07	Continuous Improvement Model	\$0.00
Implement technology-based learning through projects for all students.	Administrators, Science Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Conduct teacher-student-parent FCAT Chats to review all students' performances on 2006 FCAT.	Administrators, Science Teachers	9/18/2006	3/26/2007	District Strategic Plan	\$0.00
Provide all students with Student Performance Profile to promote self-awareness of previous test results.	Administrators, Science Teachers	9/18/2006	3/26/2007	Continuous Improvement Model	\$0.00
Align pacing guide across grade levels to ensure coverage and mastery of Sunshine State Standards benchmarks in science through Mastering FCAT workbooks.	Administrators, Science Teachers	8/7/2006	06/01/07	Continuous Improvement Model	\$0.00
Conduct staff development workshops to promote the teaching of science process skills.	Administrators, Department Chair	09/25/06	06/01/07	District Strategic Plan	\$0.00
Analyze data generated by EDUSOFT to drive the instruction.	Administrators, Science Teachers	9/5/2006	06/01/07	Continuous Improvement Model	\$0.00

Provide Saturday Academy for all students in grade 6-8 to improve performance on selected annually assessed benchmarks.	Administrators, Science Teachers	11/4/2006	3/26/2007	Continuous Improvement Model	\$0.00
Conduct Saturday science workshop for all students and parents to ensure student understanding of requirements and to make science fair projects competitive.	Administrators, Science Teachers	11/4/2006	06/01/07	District Strategic Plan	\$0.00
Conduct Science Night (Exhibits) to display students' science projects and to celebrate students' success.	Administrators, Science Teachers	1/17/2007	1/17/2007	District Strategic Plan	\$0.00

## Research-Based Programs

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

## Professional Development

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

## Evaluation

Scores from the 2007 FCAT Science Test will be used to evaluate this objective. Additionally School Improvement Zone Quarterly Assessments, Sci-Tec assessments and Bi-weekly Benchmark Assessments will be used 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 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:***

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

### ***Needs Assessment***

An analysis of the data from the 2005-2006 Parental Involvement rosters indicates that 1359 parents participated in Parental Involvement Activities. Although parents do attend parent/teacher conferences and entertainment activities, there is apathy in parents' participation in academic events. The level of involvement of parents will need to be well-planned and highly focused on the awareness of high academic achievement standards such as the FCAT data and how it affects our students in order to generate increased participation and support. In addition, administrators and counselors will be contacting parents to advise them of their children's academic progress as warranted.

## Measurable Objective

Based on the need to establish and maintain a strong home-school connection, in order to facilitate student academic achievement, at least 200 more parents will attend school sponsored activities in the 2006-2007 school year, as evidenced by parent attendance logs at school functions.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parental usage of electronic mail communication with teachers, including the electronic grade book system.	Administrators, Teachers, Social Worker, CIS	08/07/06	06/01/07	District Strategic Plan	\$0.00
Schedule parent workshops at different days and times, that will provide parents with strategies to support student achievement.	Administrators, Reading Coaches, Media Specialist, Community Involvement Specialist, PTSA	08/07/06	06/01/07	District Strategic Plan	\$0.00
Encourage parents' active participation in decision-making groups/activities such as the PTA/PTSA, EESAC, Title 1 PAC/DAC, and IEP meetings.	Administrators, Teachers, Social Worker, Community Involvement Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide and maintain a parent Resource Center with instructional material and activities that support student learning and achievement.	Administrators, Community Involvement Specialist, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Develop incentive program to increase parent attendance at various activities in an effort to improve student achievement.	Administrators, Team Leaders, Career Specialist, Social Worker, Reading Coaches, CIS	08/07/06	06/01/07	District Strategic Plan	\$0.00
Increase communication with parents utilizing the Parent Survey during parent/teacher conferences and the monthly calendar of activities.	Administrators, Team Leaders, Community Involvement Specialist, Social Worker	08/07/06	06/01/07	District Strategic Plan	\$0.00
Schedule and conduct Parent activities including numerous parent nights, Open House, "Family Night of Fun", and Science Project Implementation Parent Day.	Administrators, Reading Coaches, Reading Teachers, Community Involvement Specialist, Social Worker, Science Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00

### Research-Based Programs

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

## **Professional Development**

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

## **Evaluation**

Parental Involvement attendance roster will be used to evaluate parental involvement of 200 or more parents for the 2006-2007 school year such as: Workshop attendance rosters, School visitation rosters, Community Involvement Specialist Records, PTSA meetings attendance rosters, and EESAC meetings attendance rosters.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 6 STATEMENT:**

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

### **Needs Assessment**

A review of the Student Case Management System and the School's Incident Report for 2005-2006 indicate that there is a need to decrease the outdoor suspension rate by three percent from 30% to 27%, while utilizing alternative disciplinary action, and to decrease the number of safety-related incidents by three percent.

## Measurable Objective

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will be decreased from 30 percent in 2005-2006 to 27 percent as compared to the (CMF)Case Management Forms in 2006-2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase security personnel throughout school.	Administrators, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement reduction of suspension program through alternative strategies.	Administrators, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Schedule school-wide grade level discipline orientations to review the Code of Student Conduct handbook.	Administrators	08/07/06	06/01/07	Small Learning Communities	\$0.00
Implement transition academy for six graders using Classroom Inc.	Administrators, Teachers, Counselors, Trust Counselor, Social Worker, Community Involvement Specialist	08/07/06	06/01/07	District Strategic Plan	\$0.00
Implement a positive behavior incentive program for uniforms, attendance and identification badges.	Administrators, Teachers, Counselors, Trust Counselor	08/07/06	06/01/07	Small Learning Communities	\$0.00
Establish a discipline committee to implement, monitor and evaluate the efficacy of the school-wide discipline plan.	Administrators, Staff Members, Trust Counselor	08/07/06	06/01/07	Small Learning Communities	\$0.00
Utilize a Student Behavior Contract to ensure modification of behavior.	Administrators, Trust Counselor, Teachers, Students, Parents	08/07/06	06/01/07	Small Learning Communities	\$0.00
Utilize close circuit television to monitor student behavior.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Continue peer mediation for students that will address conflict issues.	Administrators, Counselors, School Social Worker	08/07/06	06/01/07	Small Learning Communities	\$0.00

### Research-Based Programs

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



## **Professional Development**

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

## **Evaluation**

Mastery of objective will be considered to be met when there is a decrease in the outdoor suspension rate from 30 percent to 27 percent, using the Case Management Forms (CMF).

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

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

Norland Middle School will integrate technology in all curricular areas.

### ***Needs Assessment***

Based on usage reports of the technology available at Norland Middle School, we find that students are not accessing all technology available to them. To increase student use of technology, our school will make available more computers to the students. With the availability of computers, more computer-based projects and computer-based programs can be implemented. In order to make these changes, teachers will need to become comfortable implementing the technology in their classrooms.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of educational software as evidenced by a five percent increase of student usage during the 2006-2007 school year as compared to the 2005-2006 school year through the usage reports of Read 180, Reading Plus, Accelerated Reader, Bridges to Algebra, and FCAT Explorer along with classroom rosters of students completing computer-based projects.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase enrollment in technology courses.	Administrators, Counselors	08/07/06	06/01/07	District Strategic Plan	\$0.00
Develop project-based technology assignments.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Utilize software applications to complete content-based assignments.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Integrate the use of the Internet through use of FCAT explorer.	Administrators, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Acquire additional software that supports learning for all students.	Administrators, teachers,	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Set up new computer lab to support technology integration.	Administrators, Technology Coordinator	8/7/2006	06/01/07	District Strategic Plan	\$0.00
Utilize SMART board technology in classrooms.	Administrators, Teachers	8/7/2006	06/01/07	District Strategic Plan	\$0.00

## Research-Based Programs

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

## Professional Development

1. District and Regional Center II technology training for teachers to ensure comfort level for technology implementation
2. READ 180 training for teachers to develop program
3. Classroom, Inc. training
4. SMART Board training for teachers to implement activities in the classroom.
5. Bridges to Algebra training for teachers to implement program.

## **Evaluation**

The Evaluation component will include technology software usage reports from the following programs:

1. READ 180 student progress reports
2. SciTec student progress reports
3. Accelerated Reader student progress reports
4. Learning Express
5. Increase number of computer labs
6. Increase programs for students to use

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

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

### ***Needs Assessment***

The FITNESSGRAM Report indicates that there is a need to promote healthy behaviors and increased education on physical fitness and wellness so that 95 percent of the students who are tested earn Gold and Silver awards on the physical fitness test, as compared to 93 percent in 2005-2006

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 95 percent of the student population in grades six through eight will improve their physical fitness by receiving a Gold or Silver Award on the 2006-2007 FITNESSGRAM results.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parental involvement in students' health and nutrition.	Administrators, Teachers, Parents	08/07/06	06/01/07	District Strategic Plan	\$0.00
Schedule a school-wide Field Day.	Administrators, Physical Education Teachers	03/01/2007	04/21/2007	District Strategic Plan	\$0.00
Enroll students in a physical education class.	Administrators, Counselors	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide instruction on healthy eating habits and nutrition to improve physical fitness.	Administrators, Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Promote school-wide fitness and nutrition through extracurricular activities such as track and field, basketball, and dance.	Administrators, Teachers, Counselors	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide hearing and vision screenings for sixth grade students and body mass index screening for all students through HealthConnect.	Administrators, Comprehensive Health Services, Science Teachers, Counselors	08/07/06	12/18/06	District Strategic Plan	\$0.00

## Research-Based Programs

## Professional Development

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

## Evaluation

The evaluation component will include the results from the FITNESSGRAM test for the year 2006-2007.

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

### ***GOAL 9 STATEMENT:***

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

### ***Needs Assessment***

A review of the current curricular trends indicates that the electives program enrollment is increasing due to more children achieving state requirements on the FCAT. Fewer children are enrolled in the state mandated intensive reading courses which translates to more children whose schedules allow time for elective courses.

There is a need to continue this trend and increase enrollment in elective courses by two percent. The student enrollment in elective classes has increased to (2595 ) total seats in 2006-2007 as compared to the 2005-2006 (2563) school year.

## Measurable Objective

The number of students participating in extra and co-curricular activities will increase by five percent for the 2006-2007 school year as compared to data derived from the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Solicit student input on future elective offerings for the extended day program.	Administrators, Counselors	03/01/2007	04/28/2007	District Strategic Plan	\$0.00
Provide additional support for students in intensive classes, e.g. Saturday Academy, so that there is an opportunity for them to participate in the elective offerings.	Administrators, Counselors, Teachers, Parents	11/04/2006	03/31/2007	District Strategic Plan	\$0.00
Provide a wider variety of course offerings in the extended day program through visual arts and performing arts.	Administrators, Teachers, Counselors	08/07/06	10/06/2006	Continuous Improvement Model	\$0.00
Increase membership in all extra curricular activities such as SECME(Science, Engineering Communication, Mathematics Enhancement Program), FEA(Future Educators Of America), Journalism, Drama, Band, Chorus, Cheerleading and National Honor Society.	Administrators, Counselors, Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

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

### Evaluation

Compare the number of students enrolled in elective classes for 2005-2006 to the number of students enrolled in elective classes in 2006-2007.



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

### ***GOAL 10 STATEMENT:***

Norland Middle School will increase its ranking on the ROI index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE (Florida Department of Education) indicate that in 2005, Norland Middle School ranked at the 62nd percentile on the State of Florida ROI (Return on Investment) index.

## Measurable Objective

Norland Middle School will improve its ranking on the State of Florida ROI index publication from the 62nd percentile in 2005 to the 63rd percentile on the next publication of the State of Florida ROI index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with district personnel to explore the most effective use of resources.	Administrators, EESAC	08/07/06	06/01/07	District Strategic Plan	\$0.00
Research and utilize information on financial resources relative to school programs.	Administrators, EESAC	08/07/06	04/28/2007	Community Partnerships	\$0.00
Continue school site support of community based organizations.	Administrators	08/07/06	06/01/07	Community Partnerships	\$0.00
Build a stronger community and private funding resource base.	Administrators, Career Specialist, CIS, EESAC, PTSA	08/07/06	06/01/07	Community Partnerships	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

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

### Evaluation

Norland Middle School will show progress toward reaching the 63rd percentile on the next State of Florida ROI (Return on Investment) index publication.

## *EESAC Compliance*

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

### ***Budget:***

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

### ***Training:***

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

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

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

### ***Technology:***

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

### ***Staffing:***

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

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

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

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

The EESAC is presently satisfied with the allocation of resources.

### ***Benchmarking:***

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

***School Safety & Discipline:***

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

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$40,000.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$40,000.00</b>

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*