
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6591 - North Dade Middle School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Eunice Davis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

North Dade Middle School

North Dade Middle School (NDMS) serves 827 students. The ethnic/racial makeup of the student population is 1.4 percent White, Non-Hispanic, 14.1 percent Hispanic, 81.5 percent Black (Non-Hispanic including many students of Haitian parents), 2.9 percent Asian/Indian or Multicultural. ESOL students make up 0.7 percent of the student population and 80.1 percent of the student body receive free or reduced lunch.

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

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

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

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

Given instruction focused on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 57% scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction focused on the Sunshine State Standards, students in grades 6 through 8 will improve their mathematics skills as evidenced by 56% scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction focused on the Sunshine State Standards, African-American students will improve their

mathematics skills as evidenced by 51% scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction focused on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 79% scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

Given instruction focused on the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 39% scoring at or above Level 3 on the 2007 administration of the FCAT Science Assessment.

Given the need to establish a link with home and community to support the efforts of improving the academic achievement of students, there will be a 6% increase in the level of parental participation of students as evidenced by sign-in sheets, logs, and documentation through Student Case Management Records as compared to 2005-2006.

Given the Code of Student Conduct and an emphasis on student supervision and proactive strategies, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions and the number of missed school days due to outdoor suspensions as compared to 2005-2006.

Given an emphasis on the use of technology, the teachers will increase their technology skills by 100% as evidenced by every student receiving a computer generated progress report for the fourth nine week grading period in 2006-2007 as compared to 2005-2006.

Given instruction focused on the Sunshine State Standards, 35% of students will demonstrate improved measures of cardiovascular, flexibility and muscular strength endurance as measured by FITNESSGRAM standards on the 2007 FITNESSGRAM assessment.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in gifted classes will increase by 6% for the 2006-2007 as compared to 2005-2006.

North Dade Middle School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2004 to the 90th percentile on the next publication of the index.

With regard to the self-assessment survey which employees completed, North Dade Middle School identified two areas for improvement based on the results of the survey. The three areas of improvement are found in the Business Results Category. They are: 7D- use of faculty/staff time and talents, 7E- removal of things that get in the way of progress; and 7H- helps me help my community. The rationale for selection of these three areas for improvement was that the use of time and talent and helps me to help my community were the third lowest scores (3.8) and the removal of things that get in the way of progress was the second lowest score (3.7). This will be remedied by the Literacy/Leadership Team serving as a liaison between teachers and administrators to devise solutions for this problem. Considered the lowest score (3.3) corresponded to providing budgetary information to faculty/staff improved. This will be remedied by continuing to share budgetary information with EESAC and during a faculty meeting.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

North Dade Middle School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

North Dade Middle School (NDMS) serves 827 students. The ethnic/racial makeup of the student population is 1.3 percent White, Non-Hispanic, 14.1 percent Hispanic, 81.5 percent Black (Non-Hispanic including many students of Haitian parents), 2.9 percent Asian/Indian or Multicultural. ESOL students make up 0.7 percent of the student population and 80.1 percent of the student body receive free or reduced lunch.

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

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

Florida School Grades, 2006 Grade B

City of Miami Gardens, Certificate of Special Recognition for North Dade Middle School's FBLA First Place Winner for Largest Local Membership Chapter for the Middle School Level, 2005

Future Business Leaders of America (FBLA) First Place Team Middle Level-Web Design 2005

Miami-Dade County Public Schools Middle School History Bee Competition Fourth Place 2005-2006

Silver Award (FCAT) Notable School Performance 2004-2005

Silver Award (FCAT) Notable School Performance 1999 – 2000

D-FY-It School of the Year District Award (Drug Free Youth in Town) 2000

Gold Award (FCAT) Excellent School Performance 2000 – 2001

Florida School Recognition Award (FCAT) Higher Academic Performance for All Students 2002

North Dade Community Council 3 Award for Improving FCAT School Grade 2002

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

Twenty- First Century Learning Grant

Title I Grant

Title V Grant

Magnet Schools Assistance Program (MSAP) Grant

Magnet Schools Assistance Program Extension (MSAP) Grant

MetLife Community Bridge-Builders Grant

Comprehensive School Reform (CSR) Grant

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School Foundation

Leadership:

The results of the Category for Leadership scored at 4.3. The organization and supervisors make the school mission clear (4.4) and use the school values to guide staff (4.3). The work environment is positive (4.1) and information is shared (4.2) including information which will help the faculty/staff in their careers (4.2). However, the organization should ask the faculty/staff for their opinions more frequently (3.9).

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

District Strategic Planning Alignment:

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

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

Stakeholder Engagement:

The overall score of the Customer and Market Focus was 4.3. The faculty/staff clearly identified the most important customers (4.6) but kept in touch with the customers with less frequency (4.4) and the customers told them what they needed at about the same frequency (4.1) as they were asked (4.0). Faculty/staff were frequently allowed to make decisions to solve problems for their customers (4.0).

Additionally, The School Climate Survey 2005 – 2006 Parent Form indicated North Dade Middle School scored higher than the average for all middle schools for the following criteria.

North Dade Middle School:

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

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

North Dade Middle School Administration:

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

North Dade Middle School teachers:

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

The School Climate Survey 2006 – 2007 Staff Form indicated that North Dade Middle School scored higher than the average for all middle schools for the following criteria:

The NDMS staff indicated that:

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

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

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

The School Climate Survey 2006 – 2007 Student Form indicated that students responses met the District average for all middle schools for the following:

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

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

Faculty & Staff:

Faculty & Staff:

The overall score for the Human Resource Focus Category was 4.0. Faculty/staff felt that they can frequently make changes to improve their work (4.1). Faculty/staff felt that their supervisors encouraged them to develop their job skills to advance their careers (4.1). The faculty/staff felt less frequently that the people they work with cooperated and worked as a team (3.8) or they were recognized for their work (3.8).

Teacher Mentoring Programs:

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

Data/Information/Knowledge Management:

The overall score for the Measurement, Analysis and Knowledge Management Category was 4.2. Faculty and staff clearly know how to measure the quality of their work (4.4), and analyzed the quality of their work to see if changes are needed (4.4). They also clearly know how the measures they use in their work fit into the organization's overall measures of improvement (4.3). With less frequency, the faculty/staff felt that they received all the important information they needed to do their work (4.0) or the information they needed to know how the organization was doing (4.0).

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Education Design:

The overall score of the Process Management Category (3.8) was the lowest of all the categories. Even so, faculty/staff had good processes for doing their work (4.0) and frequently collected data about the quality of their work (3.9). Faculty/staff felt they had control over their work processes (3.8). To a lesser degree, the faculty/staff indicated that greater emphasis is needed on getting all the resources they need to do their jobs (3.6).

Extended Learning Opportunities:

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

School-wide Improvement Model:

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

Advanced Courses Initiatives & Post Unitary Commitments:

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

Performance Results:

The overall score for the Business Results Category was 3.9. Faculty/staff felt that their work products met all the requirements for high quality and excellence (4.4) and they were satisfied with their jobs (4.1). They also felt that their customers were satisfied with their jobs (4.1). To a lesser degree, faculty/staff felt that the organization helps them to help their community (3.8) and to a much lesser degree uses their time and talents well (3.8). Of great concern was the degree to which the organization removes things that get in the way of progress (3.7) and in not knowing how well the organization was doing financially (3.3).

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

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

• Highly Qualified, Certified Administrators:

Mrs. Eunice J. Davis has been the principal of North Dade Middle School for nine years. The 2006 – 2007 school year marks her tenth year as principal of this school. She has also served as principal of Campbell Drive Middle School for one year. She has been an educator for thirty two years with Miami-Dade County Public Schools. Thirteen of those years were served in an administrative capacity. Her other educational experiences have included teaching junior high/middle school languages arts and reading. She has also served as language arts department chair at the junior high and English department chair at the senior high level. During Mrs. Davis tenure as principal of North Dade Middle School, the school has received many awards, such as: Gold Award (FCAT) for excellent school performance; Silver Award (FCAT) for notable school performance (2 years); Florida School Recognition Award (FCAT) for higher academic performance for all students; North Dade community Council 3 Award for improving FCAT school grade. Mrs. Davis has received several awards directly related to enhancing academic achievement for all students at the school, namely: District Finalist Principal of the Year, Access Center I; Outstanding Principal, Rotary Civic Club of Opa-Locka; Educator of the Year, Sigma Gamma Rho Sorority; Community Builder Award, ICB Productions, 2004; Principal of the Year, Community Building Award, 2005; “Read to Lead” Outstanding Leadership Award 2005 presented by Dr. Robert B. Ingram, 27th Annual Founder’s Day Honor for Exemplary Performance in the Field of Education, 2005 presented by the National Association of Negro Business and Professional Women’s Club, “Booker T. Washington Alumni Association “Living Legends Award”, 2005.

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

Ms. Alicia M. Brown is a seventeen year veteran with the Miami-Dade County Public Schools system. She holds a Bachelor of Science in Secondary Education and a Master of Science in Educational Leadership. In her sixteen years, Ms. Brown served as middle school team leader, middle/high school cooperative education coordinator, club sponsor, middle/high school coach, high school grant facilitator, and high school test chairperson. Ms. Brown also conducted workshops for middle/high school faculty and staff. Ms. Brown takes pride in her new position as the assistant principal for curriculum at North Dade Middle School, an International Education Magnet. Ms. Brown, as Assistant Principal, has been an active member of the Parent Teacher Student

Association (PTSA). She is passionate about impacting the lives of the students, parents, teachers, staff, and community.

• Teacher Mentoring:

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

• School Advisory Council:

Educational Excellence Advisory Committee (EESAC)

• Extended Learning Opportunities

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

• School Wide Improvement Model

8 Steps of the Continuous Improvement Model (CIM)

- Disaggregate test data.

- *The Literacy-Leadership Team analyzed data (FCAT SSS, FCAT NRT, Chapter and Unit Assessment, and additional academic data sources) to monitor trends in each core subject area, grade level and sub-population.

- Develop an instructional timeline.

- *A weekly school-wide timeline that encompasses all tested benchmarks and the District Pacing Guides.

- Deliver the instructional focus.

- * From the disaggregation of the data an instructional focus was developed emphasizing weekly target for instruction.

- Administer frequent assessments.

- *After the skills have been taught, assessment (Chapter Tests, Monthly, Quarterly, and District assessments) results will determine enrichment or re-teaching using different instructional approaches.

- Use tutorials to re-teach non-mastered target areas.

- * The tutorials will refocus abilities to learn the skills of the benchmarks.

- Provide enrichment opportunities for mastery students.

- * Enrichment activities, if funding is available, for students to maintain, learn, and sharpen their skills.

- Reinforce learning through maintenance.

- * There will be a formal review of skills. Teachers will be provided with the necessary resources. They will be encouraged to share ideas with their colleagues.

- Monitor progress.

- * Administrators and teachers will make informal classroom visits. Administration will also be a part of grade level, departmental, and team meetings.

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

GOAL 1 STATEMENT:

North Dade Middle School will improve reading for all students commensurate with state standards.

Needs Assessment

The results of the 2006 FCAT Reading Test indicate that 44% of students in grades 6 through 8 did not meet high standards, 31% did not make learning gains, and 5% of the struggling students did not make a year's worth of progress. A detailed analysis of the reading scores revealed that students in grades 6 through 8 were weakest in words and phrases and reference/research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction focused on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 57% scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/14/06	5/25/07	District Strategic Plan	\$0.00
2. Utilize the District's Language Arts/Reading Pacing Guide and the Comprehensive Research-based Reading Plan.	Administrators, Reading Coach, Reading Teachers, Language Arts (LA) Teachers	8//14/06	5/25/07	District Strategic Plan	\$0.00
3. Use Student Performance Indicators (SPI) to identify Levels 1 and 2 students.	Principal, APC, Reading Coach	8/14/2006	11/29/06	District Strategic Plan	\$0.00
4. Schedule Levels 1 and 2 students in intensive reading class.	APC, Counselors, Registrar	7/10/2006	9/29/2006	District Strategic Plan	\$0.00
5. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/10/2006	1/8/2007	District Strategic Plan	\$0.00
6. Develop instructional timeline based on student data.	Administrators, Reading Coach, Reading Teachers, Language Arts (LA) Teachers	8/14/06	1/12/07	District Strategic Plan	\$0.00
7. Provide after school tutorials for low performing students. Utilize Pre/Post Test to monitor progress.	Principal, After School Program Coordinator	10/4/2006	2/28/2007	Continuous Improvement Model	\$2150.00
8. Implement the Read 180 program for Level 1 students.	Reading Coach, Reading Teachers	8/14/2006	5/25/2007	District-wide literacy plan	\$0.00
9. Use the Accelerated Reader program school-wide.	Media Specialist, LA Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
10. Create interdisciplinary projects.	Middle Years Program (MYP) Coordinator, Social Studies Teachers	10/9/06	4/9/07	Communities of Practice	\$0.00
11. Implement and use the "Word of the Day" school-wide. 8/14/06 5/18/06 Academic Teams	Media Specialist, LA Teachers, Social Studies Teachers	8/14/06	5/18/07	Academic Teams	\$0.00
12. Assign paraprofessionals to intensive reading classes to assist with small group instruction.	Principal, APC, Reading Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00

13. Implement a read-a-aloud activity where teachers with no homeroom class read to students during homeroom.	Reading Coach, Curriculum Council Members	9/25/06	5/18/07	District Strategic Plan	\$0.00
14. Implement thirty minute Sustained Silent Reading.	Reading Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model (CIM), Read 180, READXL, Bridges to Literature, CReating Independence through Student-owned Strategies(CRISS)

Professional Development

CIM, Read 180, CRISS, CRISS Refresher, READXL, Edusoft, Best Teaching Practices, Reciprocal Teaching, FCAT Simulation Software.

Evaluation

Summative: The 2007 FCAT Reading Assessment

Formative: Bi-weekly Assessment(s), District Assessment(s), Teacher Test(s), MAZE

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.)

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

GOAL 2 STATEMENT:

Improve mathematics for all students commensurate with State standards.

Needs Assessment

The results of the 2005 FCAT Mathematics Test indicate that 46% of students in grades 6 through 8 did not meet high standards and 29% did not make learning gains. A detailed analysis of the mathematics scores revealed that students in grades 6 through 8 were weakest in measurement and algebraic thinking.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction focused on the Sunshine State Standards, students in grades 6 through 8 will improve their mathematics skills as evidenced by 56% scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction focused on the Sunshine State Standards, African-American students will improve their mathematics skills as evidenced by 51% scoring at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/14/06	5/25/07	District Strategic Plan	\$0.00
2. Utilize the District's Pacing Guides for grades 6 through 10.	Mathematics Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
3. Use Student Performance Indicators (SPI) to identify Levels 1 and 2 students.	Principal, APC, Mathematics Teachers	8/14/06	12/1/06	District Strategic Plan	\$0.00
4. Schedule Level 1 students in intensive mathematics class.	APC, Counselors, Registrar	7/10/06	9/29/06	District Strategic Plan	\$0.00
5. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/10/06	1/8/07	District Strategic Plan	\$0.00
6. Develop instructional timeline based on student data for Science, Mathematics and Enrichment classes.	Mathematics Teachers	8/10/06	1/12/07	Continuous Improvement Model	\$0.00
7. Provide after school tutorials for low performing students, including the African-American subgroup. Utilize Pre/Post Test to monitor progress.	Principal, After School Program Coordinator	10/4/06	3/2/07	Continuous Improvement Model	\$2150.00
8. Increase the use of graphing calculators and manipulatives.	Mathematics Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
9. Provide reinforcement of mathematics through instruction in other disciplines.	Enrichment Department	8/14/06	5/18/07	District Strategic Plan	\$0.00
10. Increase use of cooperative learning activities.	Mathematics Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
11. Use CRISS in mathematics classes.	Reading Coach, Mathematics Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
12. Utilize Instructional focus of FCAT benchmarks.	Mathematics Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00

13. Implement thirty minute Sustained Silent Reading.	Mathematics Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
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Research-Based Programs

CIM, Applications and Concepts by Glencoe, CRISS, Riverdeep

Professional Development

CIM, FCAT Explorer, CRISS, CRISS Refresher, Mathematics Literature Connections

Evaluation

Summative: The 2007 FCAT Mathematics Assessment

Formative: Bi-weekly Assessment(s), District Assessment(s), Teacher Test(s)

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

GOAL 3 STATEMENT:

Improve writing for all students commensurate with State standards.

Needs Assessment

The results of the 2006 FCAT Writing Test indicate that 23% of students in grade 8 did not meet high standards, and only 53% scored a 4.0 or higher. A detailed analysis of the writing scores revealed that students in grade 8 were weakest in persuasive writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction focused on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 79% scoring 3.5 or higher on the 2007 administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/14/06	5/25/07	District Strategic Plan	\$0.00
2. Utilize the District's Pacing Guides.	Language Arts (LA) Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
3. Expose students to samples of good writing.	LA Teachers	8/14/06	5/25/07	District-wide literacy plan	\$0.00
4. Provide students with structured outline or graphic organizers to assist with the planning process, including formats for expository and persuasive writing.	LA Teachers	8/14/06	5/25/07	District-wide literacy plan	\$0.00
5. Implement the Six Traits of Writing.	LA Teachers	8/14/06	5/18/07	District-wide literacy plan	\$0.00
6. Use CRISS strategies.	Reading Coach, LA Teachers	8/14/06	5/18/07	District-wide literacy plan	\$0.00
7. Implement a timeline for writing essays across the curriculum.	LA Teachers	8/14/06	5/18/007	Continuous Improvement Model	\$0.00
8. Implement and use the "Word of the Day" school-wide to increase students' vocabulary.	Media Specialist, LA Teachers, Social Studies Teachers	8/14/06	5/18/07	Continuous Improvement Model	\$0.00
9. Use weekly warm-ups to improve students' correct usage of English conventions.	LA Teachers	8/14/06	5/18/07	Academic Teams	\$0.00
10. Increase student participation in school and District writing contests.	Language Arts Teachers	8/14/06	5/18/07	Academic Teams	\$0.00
11. Utilize Instructional focus of FCAT benchmarks.	Language Arts Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
12. Implement thirty minute Sustained Silent Reading.	Language Arts Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
13. Establish Language Arts as a major component of the IBO-MYP Programme.	Language Arts Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00

Research-Based Programs

CIM, The Language of Literature by McDougal Littell, CRISS, Six Traits of Writing Program

Professional Development

CIM, CRISS, CRISS Refresher, Six Traits of Writing

Evaluation

Summative: The 2007 FCAT Writing Plus Assessment

Formative: Bi-weekly Assessment(s), District Assessment(s), Teacher Test(s), FCAT Writing Plus Pre/Post Assessment

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

GOAL 4 STATEMENT:

Improve science for all students commensurate with State standards.

Needs Assessment

The results of the 2006 FCAT Science Test indicate that 86% of the students in grade 8 did not meet high standards. A detailed analysis of the science scores revealed that students in grade 8 were weakest in earth and space science.

Measurable Objective

Given instruction focused on the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 39% scoring at or above Level 3 on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Implement the Continuous Improvement Model (CIM).	Principal, Assistant Principal for Curriculum (APC), Curriculum Council Members	8/14/06	5/25/07	District Strategic Plan	\$0.00
2. Utilize the District's Pacing Guides for grades 6 through 10.	Science Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
3. Develop and implement an instructional timeline.	Science Teachers	8/14/06	5/15/07	Continuous Improvement Model	\$0.00
4. Provide inclusion class for SWD subgroup.	APC, Counselors, ESE Teachers, Registrar	7/10/06	1/8/07	Inclusion	\$0.00
5. Conduct weekly experiments that focus on the experimental design model.	Science Teachers	8/14/06	5/25/07	Academic Teams	\$0.00
6. Execute a school-wide science fair.	Science Department Chairperson	8/14/06	5/25/07	Academic Teams	\$0.00
7. Increase the use of technology in science classes.	Science Teachers	8/14/06	5/25/07	Small Learning Communities	\$0.00
8. Provide peer review opportunities.	Science Teachers	8/14/06	5/25/07	Academic Teams	\$0.00
9. Emphasize problem-solving skills in all classes.	Science Teachers	8/14/06	5/25/07	Academic Teams	\$0.00
10. Develop students' scientific literacy.	Science Teachers	8/14/06	5/25/07	District-wide literacy plan	\$0.00
11. Use CRISS in science classes.	Reading Coach, Science Teachers	8/14/06	5/25/07	District-wide literacy plan	\$0.00
12. Develop instructional timeline based on student data for Science, Mathematics and Enrichment classes.	Science Teachers	8/10/06	1/12/07	Continuous Improvement Model	\$0.00
13. Utilize Instructional focus of FCAT benchmarks.	Science Teachers	8/14/06	5/25/07	District Strategic Plan	\$0.00
14. Implement thirty minutes Sustained Silent Reading.	Science Teachers	8/14/06	5/25/07	District-wide literacy plan	\$0.00
15. Establish Science as a major component of the IBO-MYP Programme.	Principal, APC, Magnet Leader Teacher and Science Teachers	8/10/06	5/25/07	Continuous Improvement Model	\$0.00
16. Establish Science Family Nights	Science Teachers	10/30/06	5/25/07	District Strategic	\$0.00

	Plan	
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Research-Based Programs

CIM, Science Voyager by Glencoe, CRISS, New State-Adopted Textbooks

Professional Development

CIM, CRISS, CRISS Refresher, IBO-MYP Programme

Evaluation

Summative: The 2007 FCAT Science Assessment

Formative: Bi-weekly Assessment(s), District Assessment(s), Teacher Test(s)

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

Data from the Year-End Progress on School Improvement Plan Objectives for 2005-2006 indicate that there is a need to increase parental involvement. The level of parental involvement of low performing students in reading and mathematics needs to be a major focus to increase student academic achievement. The lack of participation and support is due to several factors, such as single- parent homes, non-parental guardianship, foster care, low economic status, and lack of transportation. The 2005-2006 School Climate Survey also showed that 18 percent of parent respondents believed that teachers are not friendly or easy to talk to and 33 percent of parent respondents did not believe that school and law enforcement authorities worked together to keep the school free of violence.

Measurable Objective

Given the need to establish a link with home and community to support the efforts of improving the academic achievement of students, there will be a 6% increase in the level of parental participation of students as evidenced by sign-in sheets, logs, and documentation through Student Case Management Records as compared to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Carry out a marketing campaign to increase parental awareness of school and law enforcement collaboration.	Assistant Principal, Teacher Dean, Magnet Lead Teacher, Parent Involvement Specialist (CIS)	10/16/06	1/31/07	Community Partnerships	\$0.00
2. Collaborate with community partners to improve parenting skills of parents of at-risk students.	Assistant Principal, CIS, Student Services Department, Magnet Lead Teacher	09/25/06	1/31/07	Community Partnerships	\$0.00
3. Conduct workshops on school campus and in the community for: strategies to support FCAT reading, mathematics, writing and science efforts, and others.	Assistant Principal, Reading Coach, Mathematics Department Chairperson, Science Department Chairperson, CIS	10/23/06	5/4/07	District Strategic Plan	\$0.00
4. Initiate campaign to increase volunteer presence in the school.	Assistant Principal, CIS, Dade Partners Liasion, Magnet Lead Teacher	10/9/06	5/4/07	Community Partnerships	\$0.00
5. Increase parent involvement in alternatives to suspension.	Assistant Principal, Activities Director, Student Services Chairperson	10/9/06	5/18/07	Community Partnerships	\$0.00
6. Conduct sensitivity training for faculty and staff.	Assistant Principal, Community Partners, Student Services Department, Magnet Lead Teacher	10/23/06	1/31/07	District Strategic Plan	\$0.00

Research-Based Programs

National PTSA Standards

Professional Development

Sensitivity and Safe School Training for Faculty/Staff

Evaluation

Data from the Year-End Progress on School Improvement Plan Objectives for 2006 -2007, School Climate Survey 2006-2007.

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

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 6 STATEMENT:

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

Needs Assessment

A review of disciplinary records from the 2005-2006 school year indicated that 374 outdoor suspension referrals were written, resulting in 1,496 missed school days.

Measurable Objective

Given the Code of Student Conduct and an emphasis on student supervision and proactive strategies, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions and the number of missed school days due to outdoor suspensions as compared to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Conduct teacher workshops on classroom management.	Assistant Principal for Discipline	8/10/06	5/25/07	District Strategic Plan	\$0.00
2. Provide students counseling and skills in conflict mediation.	Counselors	8/14/06	5/25/07	District Strategic Plan	\$0.00
3. Schedule monthly meetings with beginning teachers and teachers new to the school to provide resources and assistance in classroom management.	Principal, Assistant Principals	8/3/06	5/25/06	District Strategic Plan	\$0.00
4. Assign colleagues as mentors to teachers needing assistance in classroom management.	Assistant Principal for Discipline	8/3/06	5/25/07	Mentoring Opportunities	\$0.00
5. Incorporate ethics training in students' humanities curriculum.	Humanities Teachers	10/3/06	11/22/06	Academic Teams	\$0.00
6. Conduct Guided Classroom Lessons.	Counselors	8/14/06	5/25/07	Mentoring Opportunities	\$0.00

Research-Based Programs

CIM, National PTSA Standards

Professional Development

New Teacher Support: "Beyond Being A Survivor," Effective Classroom Management, "It Did Not Have To Happen" training

Evaluation

This objective will be evaluated by comparing the number of outdoor suspensions referrals written and the number of missed school days due to suspension during 2006-2007 with the number of outdoor referrals written and number of missed school days due to outdoor suspension during the prior year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

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

Needs Assessment

Less than 25% of the teachers were using the electronic grade book to complement traditional classroom resources during the 2005-2006 school year. The NCLB suggests that all teachers use technology as an innovative method of delivery to assist students in mastering the objectives determined by the Sunshine State Standards.

Measurable Objective

Given an emphasis on the use of technology, the teachers will increase their technology skills by 100% as evidenced by every student receiving a computer generated progress report for the fourth nine week grading period in 2006-2007 as compared to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Conduct meeting to discuss technology goals.	Principal, Assistant Principal for Curriculum (APC), Middle Years Program (MYP) Coordinator, Technology Coordinator, Microsystems Technician	8/10/06	9/1/06	Small Learning Communities	\$0.00
2. Generate professional development calendar.	APC, MYP Coordinator, Technology Coordinator	9/5/06	10/27/06	Continuous Improvement Model	\$0.00
3. Solicit technology cohort group.	APC, MYP Coordinator, Technology Coordinator, Microsystems Technician	9/5/06	10/27/06	Small Learning Communities	\$0.00
4. Conduct professional development workshops on the use of the electronic gradebook.	APC, MYP Coordinator, Technology Coordinator	10/23/06	4/27/07	District Strategic Plan	\$0.00
5. Implement the electronic grade book school-wide.	Principal, APC, MYP Coordinator, Technology Coordinator	8/14/06	12/22/06	Continuous Improvement Model	\$0.00
6. Assess the progression of usage among teachers.	Principal, APC, MYP Coordinator, Technology Coordinator	8/21/06	4/27/07	District Strategic Plan	\$0.00

Research-Based Programs

CIM, Read 180

Professional Development

CIM, Excelsior Gradebook, Read 180, Easy Tech, Microsoft Word, Microsoft Access, Microsoft Power Point, Inspiration 7, FCAT Explorer, Riverdeep, Education Portal
Inspiration
Atomic Learning
FCAT Explorer
E-Instruction

Evaluation

This objective will be evaluated by the grades posted on the Electronic Grade book.

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

GOAL 8 STATEMENT:

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

Needs Assessment

Only 26% of the physical education FTE were award winners in the FITNESSGRAM test summary for 2005-2006.

Measurable Objective

Given instruction focused on the Sunshine State Standards, 35% of students will demonstrate improved measures of cardiovascular, flexibility and muscular strength endurance as measured by FITNESSGRAM standards on the 2007 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Conduct physical education pre- and post-tests to assess student/school improvement in specific measures of cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal, Physical Education Teacher	10/9/06	5/18/07	District Strategic Plan	\$0.00
2. Participate in intra-mural competitions.	Physical Education Teacher	11/13/06	5/18/07	District Strategic Plan	\$0.00
3. Monitor progress of student performance in specific measures of cardiovascular strength and endurance.	Physical Education Teacher	11/13/06	5/18/07	Continuous Improvement Model	\$0.00
4. Conduct a parent workshop for family physical fitness awareness.	Physical Education Teacher	11/13/06	5/18/07	Community Partnerships	\$0.00
5. Assist students in setting individualized physical fitness goal.	Physical Education Teacher	11/13/06	2/2/07	District Strategic Plan	\$0.00
6. Provide incentives for students who meet their individualized physical fitness goal.	Physical Education Teacher	1/29/06	5/18/07	Continuous Improvement Model	\$0.00

Research-Based Programs

CIM, FITNESSGRAM

Professional Development

CIM, Division of Physical Education, Horizontal articulation of middle school physical education teachers

Evaluation

This objective will be evaluated by the results of the 2007 administration of the FITNESSGRAM and district assessment(s) as a progress monitoring tool.

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"/>

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 9 STATEMENT:

North Dade Middle School will increase the number of students enrolled in gifted classes.

Needs Assessment

The 2005-2006 course offering for gifted students was limited to 6th grade language arts, mathematics, and humanities. Students did not have the opportunity to take gifted courses in 7th or 8th grade mathematics and humanities.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in gifted classes will increase by 6% for the 2006-2007 as compared to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Enhance internal and external articulation strategies.	Assistant Principal for Curriculum (APC), Student Services Department	8/10/06	3/23/07	Transition and Articulation Programs	\$0.00
2. Increase the number of teachers with gifted endorsement.	Principal, APC	8/10/06	5/25/07	Transition and Articulation Programs	\$0.00
3. Conduct parent awareness workshops.	Principal, APC, Community Involvement Specialist (CIS)	9/25/06	4/27/07	District Strategic Plan	\$0.00
4. Market gifted and advanced academic programs in community.	Principal, APC, CIS	9/25/06	5/25/07	Transition and Articulation Programs	\$0.00
5. Enhance recruitment activities.	APC, Magnet Lead Teacher	8/10/06	5/25/07	Transition and Articulation Programs	\$0.00
6. Increase gifted course offerings.	Principal, APC	8/3/06	5/25/07	Academic Teams	\$0.00

Research-Based Programs

National PTSA Standards, CIM, CRISS

Professional Development

CIM, CRISS, Division of Advanced Academic Programs Workshops, Gifted Endorsement Classes

Evaluation

This objective will be evaluated by the District gifted enrollment data for 2006-2007 as compared to 2005-2006.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data from the FLDOE indicate that in 2004-2005, North Dade Middle School ranked at the 30th percentile on the State of Florida ROI index.

Measurable Objective

North Dade Middle School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2004 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, EESAC Chairperson	10/23/06	5/25/07	District Strategic Plan	\$0.00
2. Collaborate with the District and the Regional Center regarding resource allocations.	Principal, Assistant Principals	9/25/06	5/25/07	District Strategic Plan	\$0.00
3. Consider taking advantage of a broader resource base, such as volunteer networks and Dade Partners.	Principal, Assistant Principals, PTSA, Career Specialist, Community Involvement Specialist (CIS)	9/5/06	5/25/07	Community Partnerships	\$0.00
4. Create partnership with community agencies.	Principal, Assistant Principals, Career Specialist, CIS	9/5/06	5/25/07	Community Partnerships	\$0.00
5. Consider sharing facilities with community agencies.	Principal, Assistant Principals, Career Specialist, CIS	9/5/06	5/25/07	Community Partnerships	\$0.00

Research-Based Programs

CIM, National PTSA Standards, Read 180, CRISS

Professional Development

CIM, CRISS, CRISS Refresher, Administrators' Training (Budget, MSAF, Grants, other finances)

Evaluation

On the next State of Florida ROI index publication, North Dade Middle School will show progress toward reaching the 90th percentile.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$2,150.00
Goal 2: Mathematics	\$2,150.00
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
Total:	\$4,300.00

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