

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Norland Elementary School (3701)

Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Karen Powers

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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

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

After analyzing and evaluating pertinent data, Norland Elementary, in conjunction with the Educational Excellence School Advisory Council has identified the following objectives as priorities for the 2007-2008 school year.

Norland Elementary School, erected in 1956, is located at 19340 N.W. 8 Court, Miami, Florida. The campus is shared with Miami Norland Senior High School and the Norland Triplex Health Connect in Schools (HCiOS) initiative. There are five buildings and four relocatables on the land. We serve approximately 700 Pre-kindergarten through grade five students from the surrounding neighborhood; of which 84 percent are on free and reduced lunch (sub-group 1). The ethnic/racial makeup of the student population is 91 percent Black (sub-group 2), six percent Hispanic, one percent White, and two percent Asian/Indian multicultural. Standard curriculum students comprise 84 percent of our student population, while ESE students comprise three percent and ESOL thirteen percent respectively. The average attendance rate for students is 95.71% compared to the district average of 94.96%.

Due to the relatively low-income bracket of the area surrounding the school, Norland Elementary School is a Title I funded school. In order to offer resources that will enable our students to participate fully in the life of the community, all classrooms, including the relocatables, have Internet accessibility. Our Computer Lab has 36 computers, in addition to 150 computers in the classrooms, and an upgraded school-wide network. Additionally, we provide a variety of accommodations to meet the needs of our students. Our standard curriculum students benefit from the Houghton Mifflin Reading Program for two and a half hours per day. Our ESOL students are taught with ESOL strategies in the regular classroom and for those students who are still learning English, small group instruction is used. Norland Elementary implements an inclusion model for students with diagnosed exceptionalities. Special accommodations for these students include: preferential classroom seating, Books-on-Tape, small group learning/testing and customized curriculum. All of our fourth and fifth grade students were promoted to the next grade level, but, unfortunately eighteen third grade students were retained. Within the classrooms, there is a ratio of 18 students: 1 teacher from kindergarten through third grades and 22 students: 1 teacher in fourth and fifth grades. The school has one principal and one assistant principal. There are thirty-five certified classroom teachers, one media specialist, one elementary guidance counselor, one technology teacher, one social worker, six special area teachers, four full-time paraprofessionals, two ESE teachers, two reading coaches and a curriculum support specialist funded by the School Improvement Zone. The ethnic makeup of faculty and staff is as follows: 34 percent of the classroom teachers are White, 37 percent are Black, 20 percent are Hispanic, and two percent are Asian/American Indian. Of the instructional staff: 46 percent hold Bachelor's Degrees, 43 percent hold Masters Degrees, and 11 percent hold Specialists Degrees. They have an average of 14 years teaching in Florida.

One of the greatest strengths of our school is experience of our teachers' in the classroom and the leadership of our on-site administrators, as well as, district level administrators providing the resources and support needed on a daily basis. Opportunities for improvement present itself in the areas of Professional Development for all faculty/staff and collaboration.

Given instruction using the Sunshine State Standards, 71 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 62 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of black students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of free and reduced lunch students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 89 percent of students scoring at level 3.5 or above on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 52 percent of students reaching state required mastery level as documented by scores of the 2007 FCAT science test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community involvement as evidenced by a total of 67 percent parent participation in school activities.

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

Given an increased emphasis on the use of technology, students will increase their use of Reading Plus as evidenced by students in grades three through five utilizing the Reading Plus Program for an average of 20 hours during the 2007-2008 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by 43 percent of fourth and fifth grade students earning the gold and silver awards in the 2007-2008 school year.

Given the emphasis on the benefits of participating in enrichment activities, the number of students in grades 2-5 who will participate in the enrichment program activities during the 2007-2008 school year will increase to 150 students enrolled in enrichment activities. We will measure the impact of the arts program by number of student performances and entries in to competitions in and out of school.

Norland Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 20th percentile in 2004-2005 to the 50th percentile on the next publication of the index.

After reviewing and analyzing data from the Organizational Performance Improvement Snapshot Survey(OPIS), we have delineated several areas in need of improvement. First, the two categories with the lowest average scores are Strategic Planning and Human Resource Focus. According to the survey, the average score for the Strategic Planning section was 3.6 and 3.7, respectively. Data indicates that staff members felt that their input was not solicited as it relates to plans for the future of the organization. Also, staff members indicate that they do not know how the school's plan for the future will affect them. These two areas are important because it creates a sense of security in their current position and empowerment as it relates to their input for the future. These two areas will be addressed during monthly faculty meetings, grade level meetings and vertical team meetings. Additionally, memos will be sent to staff on a regular basis to keep them informed of future plans for the school and its various positions. The second area from the survey that needs to be addressed is Human Resource Focus area. According to the data from this category, the three lowest scoring areas are the following: Staff from this work location do not feel that people work together as a team, that enough staff are recognized for their work and that the location supervisor cares enough about them. These area will be addressed through a staff incentive program and through individual teacher/administrator conversations. Additionally, staff that does not regularly participate in leadership positions that may be asked for their input and contribution to the school, thereby making them feel part of a larger purpose.



School Improvement Plan 2007-2008



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.

3701 - NORLAND ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

Norland Elementary School, erected in 1956, is located at 19340 N.W. 8 Court, Miami, Florida. The campus is shared with Miami Norland Senior High School and the Norland Triplex Health Connect in Schools (HCiOS) initiative. There are five buildings and four relocatables on the land. We serve approximately 625 Pre-kindergarten through grade five students from the surrounding neighborhood; of which 84 percent are on free and reduced lunch (sub-group 1). The ethnic/racial makeup of the student population is 91 percent Black (sub-group 2), six percent Hispanic, one percent White, and two percent Asian/Indian multicultural. Standard curriculum students comprise 84 percent of our student population, while SPED students comprise three percent and ELL students thirteen percent respectively. The average attendance rate for students is 95.71% compared to the district average of 94.96%.

Due to the relatively low-income bracket of the area surrounding the school, Norland Elementary School is a Title I funded school. In order to offer resources that will enable our students to participate fully in the life of the community, all classrooms, including the relocatables, have Internet accessibility. Our Computer Lab has 36 computers, in addition to 150 computers in the classrooms, and an upgraded school-wide network. Additionally, we provide a variety of accommodations to meet the needs of our students. Our standard curriculum students benefit from the Houghton Mifflin Reading Program for two and a half hours per day. Our ELL students are taught with ESOL strategies in the regular classroom and for those students who are still learning English, small group instruction is used. Norland Elementary implements an inclusion model for students with diagnosed exceptionalities. Special accommodations for these students include: preferential classroom seating, Books-on-Tape, small group learning/testing and customized curriculum. All of our fourth and fifth grade students were promoted to the next grade level, but, unfortunately eighteen third grade students were retained. Within the classrooms, there is a ratio of 18 students: 1 teacher from kindergarten through third grades and 22 students: 1 teacher in fourth and fifth grades. The school has one principal and one assistant principal. There are thirty-five certified classroom teachers, one media specialist, one elementary guidance counselor, one technology teacher, one social worker, six special area teachers, four full-time paraprofessionals, two ESE teachers, two reading coaches and a curriculum support specialist funded by the School Improvement Zone. The ethnic makeup of faculty and staff is as follows: 34 percent of the classroom teachers are White, 37 percent are Black, 20 percent are Hispanic, and two percent are Asian/American Indian. Of the instructional staff: 46 percent hold Bachelor's Degrees, 43 percent hold Masters Degrees, and 11 percent hold Specialists Degrees. They have an average of 14 years teaching in Florida.

One of the greatest strengths of our school is experience of our teachers' in the classroom and the leadership of our on-site administrators, as well as, district level administrators providing the resources and support needed on a daily basis. Opportunities for improvement present itself in the areas of Professional Development for all faculty/staff and collaboration.

School Foundation

Leadership:

After reviewing the Organizational Performance Improvement Snapshot Survey (OPIS), the leadership team analyzed the areas of concerns as it relates to our faculty, students and parents. The two areas that were rated the highest by the faculty and staff within the area of Measurement, Analysis, and Knowledge Management are that staff know how to measure the quality of work and staff knows how to analyze the quality of work to make changes. Data indicates that staff understands who their most important customer is and how to measure the quality of their work. The Leadership Team at Norland Elementary School believes that knowing who the most important stakeholders are and communicating this to staff, parents and community is essential to the functioning of the school. To this end, sharing information through the Educational Excellence School Advisory Council (EESAC) meetings, faculty meetings, quarterly parent newsletters, flyers, parent/teacher conferences and grade level meetings we accomplish one of our main goals to keep the focus on the student body. We are guided by our mission and vision which is highly visible in the main office, hallways and classrooms. However, when further reviewing the OPIS survey, an area of concern is that faculty and staff feel unknowledgeable concerning the financial situation of the school. This is critical because we believe in working as a team to accomplish our goal of providing effective instructional strategies to meet the needs of our diverse student population. Therefore, this area will be addressed by training members of the faculty on school budget and its function within the school.

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:



School Improvement Plan

2007-2008



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

Performance Results:

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

Schools Graded 'C' or Below

Professional Development:

The following list of professional development activities will be provided to all faculty and staff. These in-services will create a foundation for supporting academic achievement while building and sustaining leadership capacity for all staff.

- Creating Independent Student-owned Strategies (CRISS Workshop)
- Integrating Reading & Technology Training
- Starting a Learning Community
- Integrating Math & Science
- School Improvement Zone Math
- School Improvement Zone Science
- Integrating the Arts into the Primary Classroom
- Differentiated Instruction
- Item Specification for Mathematics

Disaggregated Data :

In August, the school faculty participates in a school-wide data disaggregation activity to review and analyze the 2007 FCAT administration results. Utilizing the Continuous Improvement Model, subject area/grade level teams meet bi-weekly to discuss data results from benchmark mini-assessments to determine student needs and instructional strategies. The researched-based, SPSnapShot will allow us to further disaggregate data in order to monitor sub-groups, individual learning gains, and performance trends of students and teachers. During the months of October, January, and May, subject area/grade level teams meet to discuss data results from the District Interim Assessment to make necessary changes to instruction in order to meet individual student needs.

Informal and Formal Assessments:

Several researched-based programs are in place to assess student learning and modify instruction towards higher achievement. DIBELS is an assessment system designed to assess all students' progress (kindergarten thru third grade) on the big five (phonemic awareness, phoneme segmentation, fluency, no-nonsense word, comprehension) of early literacy development in a standardized, time efficient manner. The students are assessed at the beginning, middle, and end of the academic year to allow for timely instructional feedback. The teachers are given feedback in the following manner: The reading coaches along with the administrative team (literacy team), meet with each grade chair and go over the entire grade level results. The grade chair and the literacy team then meet with each individual teacher to discuss assessment results, student grouping and implications for instruction. Reading Plus allows us to gauge student fluency and comprehension skills. Teachers are monitored by the reading coaches and given feedback on how their students perform on a biweekly basis in data chats. Accelerated Reader is used in grades 1, 2, and 5 facilitated by the librarian and reading teacher. This program allows us to monitor students reading progress as they select books and complete exercises on the books they have read based on their current reading level. SP SnapShot is a student performance data analysis program that extracts, manages, and analyzes student performance data. It gives us easy-to-understand reports and graphs we use to make informed decisions for student achievement and school improvement. The Edusoft program is used school wide in the administration and checking of our bi-weekly assessments in reading, math, and science. This program allows us to focus on benchmarks within our curriculum maps. The 2008 FCAT administration serves as the formal assessment tool from the state that measures student achievement levels and learning gains. This assessment guides us in adjustments to our instructional delivery in order for our students to achieve their highest learning capacity.

Alternative Instructional Delivery Methods :



School Improvement Plan

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We offer our students a variety of research-based instructional methods towards closing the achievement gap in their everyday learning. Our Exceptional Student Education (ESE) program is designed to meet the educational needs of students through 100% inclusion. Our students are in a class with a lower student to teacher ratio and both the general ed. teacher and the special ed. teacher work together to try to meet the goals of each child's IEP (Ind. Ed. Plan). Our English for Speakers of Other Languages (ESOL) program provides instruction for students whose first language or home language is not English. This program allows for students to receive instruction in their primary language while they develop their skills in English. Additionally, Norland provides services for our gifted students through our in-house gifted program. A new endeavor we have put into place this year is departmentalization of our reading, math, and science curriculums in 2nd – 5th grades. Students receive basic education from teachers specialized in particular disciplines. From the teachers' perspective, instructional time is better utilized by concentrating on fewer disciplines.

Departmentalization allows students to move between grade levels according to ability, and from ability group to ability group within grade levels (National Education Association 1965). Continuing the use of differentiated instruction in our reading program is our top priority, but we also want to utilize this method in our math and science content areas. Grade-level instructional teams can be formed to coordinate teaching efforts across each discipline. Students benefit because they are exposed to the instructional wisdom of more than one teacher.

Another technique utilized in our instructional delivery method is small group instruction. Under this rationale, two purposes are assumed to be accomplished: (a) students get new insights into problems by hearing different viewpoints and by having their ideas critiqued, and (b) they learn and commit to new behaviors from group discussion and decision. One of our final alternate instructional methods is one-on-one pullout tutoring for students not on grade level proficiency in reading. This is a deeper form on the individualized instruction that already exist for each student that is based on human resources.



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

The results from the 2007 FCAT Reading Test indicate that overall, 58 percent of the students tested made learning gains and 66 percent achieved high standards in reading. The scores reflect a 5 percent decrease in students achieving learning gains and a 5 percent decrease in students achieving high standards. Disaggregation of the data across grade levels indicate that 65 percent of third grade students, 62 percent of the fourth grade students and 62 percent of fifth grade students scored at or above FCAT Achievement Level 3. As compared to the 2006 administration, third grade students' scores reflect a decrease of sixteen percentage points due to a slight decline in the content clusters of Words/Phrases and Main Idea/Purpose. Interim Assessment reports along with bi-weekly assessments showed our strengths to be Main Ideas and Word Phrases, therefore instruction was modified towards the weaker content clusters before the 2007 FCAT administration which might explain the decrease in those two areas. In grade four the scores reflect a decrease of 7 percentage points due to a decrease in the content cluster of Words/Phrases and Comparisons. Grade five scores reflect an increase of 3 percentage points over all and basically maintained in all content clusters. Although all of our subgroups have exceeded the percent established by the FDOE, we will continue to work with these groups to maintain or exceed the standards set forth by the DOE. The percent of students in grades 3-5 who scored in the lowest 25 percent demonstrated acceptable levels of learning gains. The data shows that compared with 2006 scores, there was an increase of 6 percentage points. This data suggests that the school has increased the number of students scoring in the lowest 25 percent therefore continued support is needed with this population and the implementation of strategies that will continue to increase student achievement. Grade three students showed an increase in comparisons, but decreased by 4 percentage points in the main idea cluster. Grade four improved in reference and research, decreased 9 percentage points in main idea and comparisons clusters. Grade five maintained in comparisons but decreased by 21 percentage points in all other content cluster areas.



School Improvement Plan 2007-2008



NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 71 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an additional hour of intervention for Tier 3 students and a half hour of intervention for Tier 2 students using Voyager Passport.	Administrators Reading Coaches Classroom Teachers	8/20/2007	6/12/2008	District-wide Literacy Plan	0
Develop and implement a focus calendar according to the District's Pacing Guide, conduct bi-weekly and cumulative benchmark assessments to identify and monitor all students.	Administrators Classroom Teachers Reading Coaches	8/20/2007	6/12/2008	Continuous Improvement Model	0
Using the Continuous Improvement Model, data from the DIBLES quarterly assessment is analyzed and a individual progress monitoring plan is developed for each student.	Administrators Classroom Teacher/ Reading Coaches Reading First Regional Coordinator	8/20/2007	6/12/2008	Continuous Improvement Model	0
Provide before school tutorial in reading/writing targeting the lowest 35 percent in grades three through five, utilizing Reading Plus and Kaplan Educational Materials.	Administrators Reading Coaches Classroom Teachers Zone Curriculum Support Person	8/20/2007	6/12/2008	Academic Enrichment Opportunities	3000
Administer pre/post test to determine the effectiveness of tutorial programs.	Administration Reading Coaches Classrooms Teachers	8/20/2007	6/12/2008	Continuous Improvement Model	0
Provide parents with quarterly training to inform and involve them in their child's reading curriculum, state mandated tests and grade level expectations.	Administrators Classroom Teachers/ Reading Coaches Curriculum Support	8/20/2007	6/12/2008	Parental Choice Options	500
Provide teachers with ongoing professional development utilizing the Reading First Continuum Coaching Model.	Administrators Reading Coaches	8/20/2007	6/12/2008	Continuous Improvement Model	0

Research-Based Programs

A. CORE READING PROGRAM

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

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

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

c. Intervention programs for struggling readers

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

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

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

Professional Development

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

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

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

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

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

Evaluation

The success of meeting the objectives will be measured by the scores on the 2008 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, school developed bi-weekly, cumulative benchmark assessments and data chats.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment

The data attained from the 2007 FCAT Mathematics Test indicate that overall, 56 percent of the students tested made annual learning gains and 51 percent achieved high standards in mathematics. The scores reflect a 21 percent decrease in students making learning gains and a 13 percent decrease in students meeting high standards in mathematics. Results indicate that 63 percent of students in grade three scored at or above FCAT Achievement Level 3, an increase of three percentage points over scores of the 2006 administration. Data indicates that 60 percent of students in grade four scored at or above FCAT Achievement Level 3, a decrease of 21 percentage points over scores of the 2006 administration. 30 percent of students in grade five scored at or above FCAT Achievement Level 3, a decrease of 21 percentage points over scores of the 2006 administration. The downward trend of scores in grades four and five reveal that focused and intense instruction in the five mathematics strands is necessary for learning gains to be achieved. Both sub-groups at Norland Elementary, Black and Economically Disadvantaged (Free/Reduced Lunch), did not meet adequate yearly progress in math. An analysis of the average number of points earned in each of the five strands reveals that for grade five students, there was a drastic decrease (57%) in the number of points earned in all strands. Grade three students showed gains in Geometry, with an average increase of 14 percentage points and in Data Analysis with an average gain of 14 percentage points. Opportunities for improvement present itself in the content cluster of Algebraic Thinking. Grade four students showed a decrease of 34 percentage points in all the clusters except for Algebraic Thinking and Geometry. In these clusters, the number of points remained the same. This data indicates that mathematics instruction improved in areas of weakness based on the 2006 FCAT administration, but did not maintain previous areas of strength.

NCLB Subgroup Target

School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 62 percent of students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of black students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 62 percent of free and reduced lunch students in grades three through five will score at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize manipulatives to enhance understanding through hands on math.	Administrators Classroom Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	0
Implement the Coaching Model (planning with teachers, demonstrating strategies, practice, and feedback to support the core mathematics program.	Administrators Curriculum Specialist	8/20/2007	6/12/2008	Continuous Improvement Model	0
Utilize Extended Day to provide students with reinforcement of strands targeted during the regular school day using the Scott Foresman-Addison Wesley Mathematics Series and Riverdeep.	Administrators Classroom Teachers Curriculum Support Specialist	8/20/2007	6/12/2008	Other/ Not Applicable	0
Utilize the district developed pacing guide to enhance the delivery of instruction in math and ensure that all math benchmarks are taught in grades kindergarten through five.	Administrators Curriculum Specialist	8/20/2007	6/12/2008	Continuous Improvement Model	0
Implement technology programs to enhance the mathematics curriculum to reinforce learning using: Riverdeep, FCAT Explorer, and Scott Foresman Software.	Administrators Classroom Teachers	8/20/2007	6/12/2008	Academic Enrichment Opportunities	0
Provide parents with quarterly training to inform, involve and educate them on the Florida Comprehensive Assessment Test and the Scott Foresman Mathematics curriculum used at the school.	Administrators Curriculum Specialist	8/20/2007	6/12/2008	Parental Choice Options	500
Utilizing the Continuous Improvement Model, develop Pre and Post tests, bi-weekly benchmark assessments to gauge student achievement. Disaggregated data reports will be used to redirect classroom instruction, place students in a flexible tutorial program, and develop an instructional focus calendar. Additionally, data from these reports will be used to generate Progress Monitoring Plans for targeted students.	Administrators Curriculum Specialist and Administrators Classroom Teachers	8/20/2007	6/12/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman-Addison Wesley Mathematics Series
 Riverdeep
 FCAT Explorer
 Gizmos Math
 Success Maker

Professional Development

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

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

Using the District organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. In-services will be scheduled by the Division of Math and Science. Teachers will receive consistent support from the Curriculum Specialist, such as, demonstration of lessons, co-teaching, and one-on-one planning as well as grade level discussions and evaluation. Curriculum Support Personnel analyzed the 2007 FCAT content cluster points, and concluded that the 4th and 5th grade teachers need professional development in data analysis, measurement, number sense and geometry. Analysis of 3rd grade scores showed an increase in every strand except for Algebraic Thinking. Curriculum support will work on providing teachers with materials and techniques during grade level meetings to improve scores. There will be consistent professional development through the year to support the teachers with these strands.

Evaluation

Success of meeting the objectives will be measured by the scores on the 2008 FCAT Mathematics Test. Progress toward objectives will be monitored by district assessments, interim assessments, school developed bi-weekly, cumulative benchmark assessments and data chats.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Increase writing performance in all NCLB populations.

Needs Assessment

The results attained from the FCAT Writing Plus assessment, indicate that 88 percent of the students tested met the state standard of 3.5 or above in writing on the 2007 FCAT Writing Plus Test. The average Narrative Writing score was 4.0 and the average Expository score was 4.0. The combined mean score of the tested population is 4.0. The data results showed that the writing scores increased from the previous year. The upward trend of scores in writing reveal that focused and intense instruction, along with student performance was responsible for learning gains. Data indicates maintaining strength in expository writing, as well as, improving in narrative writing from 3.5 to 4.0.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 89 percent of students scoring at level 3.5 or above on the 2007 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Administrators Reading Coaches/ Classroom Teachers	8/20/2007	6/12/2008	Continuous Improvement Model	0
Incorporate writing across the curriculum and include strategies for each subgroup.	Administrators Classroom Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	0
Utilize the Writing Instructional plan developed by the School Improvement Zone.	Administrators Reading Coaches	8/20/2007	6/12/2008	District-wide Literacy Plan	0
Conduct ongoing grade level meetings to discuss progress on monthly writing assessments.	Administrators Reading Coaches/ Classroom Teachers	8/20/2007	6/12/2008	Continuous Improvement Model	0
Using the Continuous Improvement Model, coaching and mentoring will be provided to effectively implement the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators Reading Coaches/ Classroom Teachers	8/20/2007	6/12/2008	Continuous Improvement Model	0
Incorporate classroom journal writing to provide additional writing opportunities.	Administrators Classroom Teachers	8/20/2007	6/12/2008	District-wide Literacy Plan	500

Research-Based Programs

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

*Comprehensive Researched Reading Program

*Sanron Teach Me Writing

*Houghton-Mifflin

Professional Development



School Improvement Plan

2007-2008



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

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

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

Reading Coaches will facilitate ongoing follow-up through:

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

Evaluation

Success of meeting the objective will be measured by the scores on the 2008 FCAT Writing Plus Test. Pre-Post Tests and monthly assessments will be used to monitor students' progress.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

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

Needs Assessment

The results of the 2007 Science test administration of the FCAT reflect that 27 percent of students met high standards revealing a 9 percent increase from the 2006 FCAT administration. An additional 25 percent of students in fifth grade need to achieve a FCAT Level of 3 in order to reach the, 2007-2008, target of 52 percent of students achieving high standards. The area of greatest strength based on student performance and instruction is the Physical and Chemical content strand. An analysis of all clusters indicate Earth and Space, Life and Environmental and Scientific Thinking clusters were the areas that students scored the lowest. This year a concerted effort to provide support and professional development to teachers should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 52 percent of students reaching state required mastery level as documented by scores of the 2007 FCAT science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct weekly science investigations that will ensure students' mastery of the scientific process.	Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	0
Implementation of a science lab to practice the hands-on science activities using the District Science pacing guide.	Administrators Curriculum Specialist Classroom Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	0
Utilize the district developed pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades kindergarten through five.	Administrators Curriculum Specialist Classroom Teachers	8/20/2007	6/12/2008	Continuous Improvement Model	0
Encourage the participation in a schoolwide Science Fair/Mathematics Family Night that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home and in real life situations.	Administrators Classroom Teachers Curriculum Specialist	8/20/2007	6/12/2008	Other/ Not Applicable	200
Conduct staff development workshops to promote the teaching of science process skills.	Administrators Classroom Teachers Curriculum Specialist	8/20/2007	6/12/2008	Continuous Improvement Model	0
Utilizing the CIM process, implement bi-weekly assessments so teachers can review data and use to redirect classroom instruction and place students in a groups.	Administrators Classroom Teachers Curriculum Specialist	8/20/2007	6/12/2008	Continuous Improvement Model	0

Research-Based Programs

Scott-Foresman Science Text
 Harcourt Science Series
 Delta Science Modules
 Gizmos
 RiverDeep

Professional Development

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

Evaluation

Scores of the 2008 FCAT Science test will be used to evaluate this objective. Progress toward objectives will be monitored by district assessments, interim assessments, school developed bi-weekly, cumulative benchmark assessments and data chats.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

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

Needs Assessment

Parent sign-in log records for the, 2006-2007, school year reveal that 62 percent of the parents participated in school activities. Our goal for this school year is to increase participation by 5 percent. Additional activities such as parent workshops, informational meetings and Student of the Month celebrations have been scheduled to promote parental involvement. We also want to sign-up a minimum of 20 parents into The Parent Academy, a program offered by the district.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community involvement as evidenced by a total of 67 percent parent participation in school activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enhance Parent Resource Center by adding computers for parents to access community agencies/resources and educational websites. Maintain updated materials that foster parental knowledge of school system, educational expectations, home learning support and positive parenting.	Administrators, Social Worker, Specialist, Reading Coaches, Curriculum Support Specialists	8/20/2007	6/12/2008	Improve Public Perception	500
Maintain an open line of communication throughout the school year between home and school through the use of monthly parent calendars and bi-monthly letters and notices to keep parents informed of activities that will occur in the school via "Take Home Thursday". This is the one day every week we send information home, in a folder, to parents school-wide.	Administrators, Classroom Teachers, Social Worker, Norland Triplex Health Connect in Our Schools staff	8/20/2007	6/12/2008	Other/ Not Applicable	75
Plan and facilitate special "Family Night" activities such as Supplemental Educational Services (SES) Fairs, Open House, Parent Portal trainings, Title I Parent Orientation, Mathematics/ Science Fair Night, Parent Academy workshops, Holiday Programs, and Awards Ceremonies to encourage additional opportunities for parental involvement.	Administrators, Social Worker, Reading Coaches, Curriculum Support Specialist, Media Specialist, teachers	8/20/2007	6/12/2008	Parental Choice Options	300
To promote meaningful parent and family participation, Norland Elementary School will recruit new Dade Partners and school volunteers to become active stakeholders through participation in decision making groups and activities such as PTSA, EESAC, Title I PAC/DAC, IEP and PMP meetings.	Administrators, Social Worker, Guidance Counselor, EESAC Chair, Curriculum Support Specialist	8/20/2007	6/12/2008	Improve Public Perception	50
Provide strategies for parents to play an integral role in assisting student learning through parent workshops held monthly, printed information sent home quarterly, and community school/parent outreach programs that support student achievement in reading, mathematics, writing and science.	Administrators, Social Worker, Reading Coaches, Curriculum Support Specialist, Media Specialist, Classroom Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	250

Research-Based Programs

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

Professional Development

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

Evaluation

Parental and community involvement will show a 5 percent increase above the 2006-2007 level of parental participation as evidenced in the tally of parent activities sign-in rosters. Rosters will reflect an overall total of 67 percent parent participation in school activities for the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement school-wide discipline plan developed by discipline committee.	Administrators, School Social Worker, School Guidance Counselor	8/20/2007	6/12/2008	Other/ Not Applicable	0
Institute opportunities for students who demonstrate positive school behavior to develop leadership roles within the school (i.e. student council, safety patrol, peer mentoring/mediation)	Administrators, Social Worker, Activities Coordinator	8/20/2007	6/12/2008	Other/ Not Applicable	0
Coordinate student participation in the "Do the Right Thing", "Big Brother Big Sister" and "Boys/Girls Scouts" programs.	Administrators, Guidance Counselor	8/20/2007	6/12/2008	Other/ Not Applicable	0
Announce classes with 100% attendance on a weekly basis.	Administrators	8/20/2007	6/12/2008	Other/ Not Applicable	0
Provide additional services and interventions to students with a history of absenteeism and tardiness.	Administrators, Social Worker, Guidance Counselor	8/20/2007	6/12/2008	Other/ Not Applicable	0
Rewards students with perfect attendance on a bi-weekly basis.	Administrators, PTA, Dade Partners.	8/20/2007	6/12/2008	Other/ Not Applicable	500
Track identified students with a history of absentee problems, schedule parent conferences and provide additional services and interventions.	Administrators, Social Worker, Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	0
Implement Children and Mentors Pair for Success (CHAMPS) program where teachers and staff members mentor at-risk students weekly.	Administrators, Social Worker, Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	75
Identify and monitor students with five or more absences or excessive tardiness.	Administrators, Teachers, Social Worker	8/20/2007	6/12/2008	Other/ Not Applicable	0
Integrate Learning 4 Life character education classroom lessons three times a month during social studies, character building strategies throughout the school year and reward students who demonstrate positive character traits.	Administrators, Guidance Counselor, Classroom Teachers	8/20/2007	6/12/2008	Other/ Not Applicable	200

Research-Based Programs

Professional Development

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

Evaluation

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

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

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

Needs Assessment

The Reading Plus Program was implemented in November 2005, therefore students did not have an entire school year to access the program. This year there is a need to provide students with greater access to computers in order to increase the average time students are completing Reading Plus lessons. Students in grades three through five need to increase their time spent using Reading Plus from an average of 15 hours during the 2006-2007 school year to an average of 20 hours during the 2007-2008 school year.

Measurable Objective

Given an increased emphasis on the use of technology, students will increase their use of Reading Plus as evidenced by students in grades three through five utilizing the Reading Plus Program for an average of 20 hours during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Reading Plus Program, as well as, Success Maker and Gizmos in grades two through five.	Technology Facilitator, Classroom Teachers	8/20/2007	6/12/2008	Academic Enrichment Opportunities	1500
Schedule third and fourth grade classes in the computer lab to access the Reading Plus Program for 60 minutes per week.	Technology Facilitator	8/20/2007	6/12/2008	Other/ Not Applicable	0
Implement an incentive program to encourage student use of the Reading Plus Program.	Technology Facilitator	8/20/2007	6/12/2008	Other/ Not Applicable	500
Provide professional development activities for teachers on the use of Reading Plus and Success Maker.	Administrators, Technology Facilitator	8/20/2007	6/12/2008	Other/ Not Applicable	0
Utilize technology to analyze student data and monitor student use and progress.	Administrators, Technology Facilitator, Classroom Teacher	8/20/2007	6/12/2008	Other/ Not Applicable	0
Infuse technology into the curriculum by providing daily opportunities for students to use the Reading Plus Program.	Classroom Teacher	8/20/2007	6/12/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

The success of meeting the objective will be determined if students in grades three through five average 20 hours of usage on the Reading Plus Program during the 2007-2008 school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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"/>

Health & Physical Fitness Statement

To improve Student Health and Physical Fitness

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 38 percent of fourth and fifth grade students tested earned gold and silver awards. These results indicate a need for students in grades four and five to become more physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their fitness as evidenced by 43 percent of fourth and fifth grade students earning the gold and silver awards in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Direct and oversee students' participation in the following activities to prepare for the Fitness Gram. 1. Physical Fitness (one mile) 2. 20 curl ups in one minute 3. 10 push-ups in one minute 4. Body stretching for flexibility	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0
Conduct pedestrian safety awareness activities to ensure students are aware of road safety.	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administrators, Physical Education Teachers	8/7/2006	6/1/2007	Other/ Not Applicable	0
Ensure physical fitness activities are aligned to the Sunshine State Standards.	Administrators	8/7/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

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

Evaluation

This objective will be evaluated by the 2007-2008 FITNESSGRAM results.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

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

Needs Assessment

In order to provide more students the opportunity to extend their learning beyond the curriculum in the classrooms, more enrichment activities must be scheduled for eligible students in grades two through five. According to 2006-2007 data, 135 students were enrolled in the enrichment activities program. In order to showcase students talents, there is a need to increase the number of students enrolled in the enrichment program to 150 for the 2006-2007 school year.

Measurable Objective

Given the emphasis on the benefits of participating in enrichment activities, the number of students in grades 2-5 who will participate in the enrichment program activities during the 2007-2008 school year will increase to 150 students enrolled in enrichment activities. We will measure the impact of the arts program by number of student performances and entries in to competitions in and out of school.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students opportunities to participate in the school's musical performing ensemble.	Administrators Music Teacher Chorus Teacher	8/7/2006	6/1/2007	Other/ Not Applicable	200
Showcase students' talents through a dramatic play presentation during the annual holiday show, spring show and end of the year show.	Administrators Music Teacher Drama Teacher Art Teacher	8/7/2006	6/1/2007	Other/ Not Applicable	100
Implement a school- wide Arts Festival to display students' talents and crafts, which will be showcased during the month of May.	Administrators Art Teacher Music Teacher	8/7/2006	6/1/2007	Other/ Not Applicable	200
Create a book club for students in grades two and three utilizing our high school student mentors as leaders to lead book talks.	Administrators Media Specialist Reading Coaches	8/7/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

The number of students participating in the extended day program during the 2007-2008 school year will increase to 150 students as evidenced by the attendance rosters.

Return On Investment Goal

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

Florida Education Priorities

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

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Return On Investment Statement

Norland Elementary School will rank at or above the 50th percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

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

Measurable Objective

Norland Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 20th percentile in 2004-2005 to the 50th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Evaluate current practices to gauge effectiveness of present resources.	Administration	8/7/2006	6/1/2007	Other/ Not Applicable	0
Consider shared use of facilities, or partnering with community agencies.	Administrators EESAC	8/7/2006	6/1/2007	Other/ Not Applicable	0
Establish a greater number of active Dade Partners.	Administrators School Guidance Counselor Social Worker	8/7/2006	6/1/2007	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrators	8/7/2006	6/1/2007	Other/ Not Applicable	0
Monitor the use of financial resources in relation to school programs and participate in District trainings offered related to school budget.	Administrators EESAC	8/7/2006	6/1/2007	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Administrators will attend professional development facilitated by the District.

Evaluation

On the next State of Florida ROI index publication, Norland Elementary School will show progress towards reaching the 50th percentile.

EESAC Compliance

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

Budget:

The EESAC, in conjunction with the principal, continues to make recommendations for budget expenditures for the 2007-2008 school year. The EESAC will expend its budget of \$9,000 to purchase additional materials to facilitate differentiated learning in the classrooms.

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	3500
Mathematics	500
Writing	500
Science	200
Parental Involvement	1175
Discipline & Safety	775
Technology	2000
Health & Physical Fitness	0
Electives & Special Areas	500
Return On Investment	0
Total	9150



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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