

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Nautilus Middle School (6541)

Feeder Pattern - Miami Beach Senior

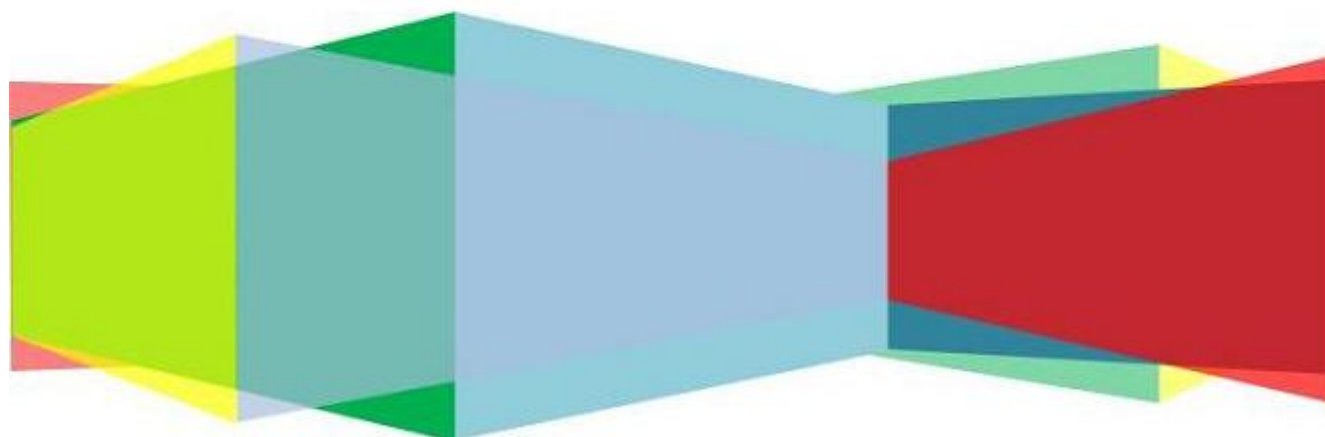
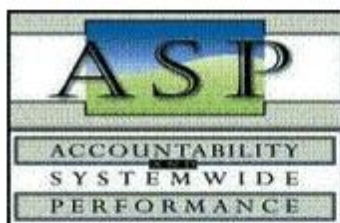
Regional Center II

District 13 - Miami-Dade

Principal - Allyn Bernstein

Adult/Vocational Principal - Shirley Velasco

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Nautilus Middle School is located in a residential community on approximately 10 acres of land on Miami Beach. The original school was built in 1949. During its existence, the grade configuration of the school was changed from a traditional junior high school model consisting of students in grades seven through nine to a middle school model consisting of students in grades seven and eight. Concurrently, the high school within the feeder pattern was reconfigured to serve students in grades nine through twelve. In 1993 the original school was raised and a new school, the design of which is reminiscent of the Art Deco Period, was constructed and dedicated in 1995.

A three-story academic building and a single-story auditorium are the two major architectural features on the campus. Both structures are fully air conditioned and equipped with modern lighting, sound, and electrical systems. The main academic building houses a cafeteria, library/media center, general education classrooms, science laboratories, visual and performing arts suites, locker rooms, computer laboratories, and a health clinic. All classrooms are wired for both Intranet and Internet communication. The school shares an adjacent recreational park facility with the City of Miami Beach, which contains a softball field, a soccer field, four handball courts, four basketball courts, and four tennis courts.

The majority of the students at Nautilus Middle School reside on Miami Beach. Nautilus Middle School serves approximately 1030 students. The population is 3% Indian/Asian/Multiracial, 8% Black Non-Hispanic, 20% White Non-Hispanic and 69% Hispanic students. Thirteen percent of the student population is Students With Disabilities, 20% Gifted, 12% are English Language Learners (ELL) and 70% Economically Disadvantaged. The population exhibits a mobility rate of 29%.

The school employs 56 classroom teachers, 7 SPED teachers, 2 guidance counselors, 1 Trust Counselor, 1 Career Specialist, a Reading Coach, and 2 paraprofessionals. The administrative staff consists of a principal and 3 assistant principals. The instructional staff is 26% Black Non-Hispanic, 31% White Non-Hispanic, and 43% Hispanic, of which 57% is female and 43% is male. Thirty-four percent of the instructional staff have Masters Degrees, 11% have Specialists Degrees and 5% have Doctorial Degrees.

A concerted effort has been made to promote the inclusion of Special Education students (SPED) or Students with Disabilities (SWD) in general education courses. A consultative teaching and support model ensures that teachers and students are well supported and monitored. The students are included on grade level in language arts, social studies, mathematics, and science classes for the purpose of increased score results on FCAT Assessments.

The school has successfully entered into a \$36,500 partnership agreement with the South Florida All-Stars After-School Program. This program provides students with a two-hour extended learning day period, five days a week. This program provides students with a variety of academic and social skills including character education, health, nutrition, visual and performing arts, book reviews, recreation, chess and board games. Students are transported to the elementary school closest to their home at the end of each day. Computer-assisted instruction is an integral part of this program. Computer programs, such as Classworks, bridge the gap between assessment and instruction. Students may attend Saturday school from 9 am - 12 pm to receive support and assistance in language arts and mathematics. In addition, students may attend after school tutorials from 3:45 pm – 4:45 pm to receive support and assistance in reading, writing, and mathematics (including Algebra).

Nautilus Middle School offers a plethora of extra-curricular activities to its students. Thus, such activities enhance their academic and social skills. Among the offerings: Student council, creative writing, speech and debate, chess club, mathematics club, FBLA, FEA, swimming, track and field, basketball, soccer, and softball.

The Future Business Leaders of America (FBLA) won parliamentary procedures, keyboarding and power point presentation awards while participating in state competition. The Band won overall grand champion in the National Music Fest. While at the National Music Festival, the Jazz Guitar Ensemble won several first place and a superior rating. Additionally, identified students enrolled in advanced academics were accepted in to the Duke (T.I.P.S.) and John Hopkins Summer Program.

Given instruction using the Sunshine State Standards, students in grades seven and eight including Students with Disabilities (SWD), English Language Learners (ELL), Hispanic students, and Economically Disadvantaged students will improve their reading skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades seven and eight, Students with Disabilities, and English Language Learners (ELL) will improve their mathematics skills as evidenced by 73% of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade eight will improve their skill as evidenced by 90% of the students scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 60% of students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school year.

Given emphasis on maintaining a safe and orderly learning environment, student behavior will improve as evidenced by a decline in the number of days spent in indoor and outdoor suspensions to 752 as evidenced by the 2007-2008 suspension report. A 10% decrease when compared to 835 suspensions (indoor and outdoor combined) on the 2006-2007 suspension report.

Given training on the integration of technology across the curriculum, students will utilize at least one software program to supplement instruction as evidenced by a 10 percentage point increase on the site-generated survey during the 2007-08 school year as compared to the 2006-07 school year.

Given instruction using the M-DCPS mandated 2006 FITNESSGRAM standards, students in grades seven and eight will improve their fitness as evidenced by an increase in the number of award winners to 66% as evidenced by 2007-2008 results. A 5% increase when compared to 61% student award winners in 2006-2007.

Given emphasis on the benefits of participating in extra and co-curricular activities, student participation in extra and co-curricular activities will improve by 5 percentage points as evidenced by 2007-2008 student participation logs when compared to the 2006-2007 participation logs.

Nautilus Middle School will improve its ranking on the State of Florida ROI Index Publication from the 51st percentile in 2006 to the 52nd percentile on the next publication of the Index.

Nautilus Middle School strives to promote educational excellence and customer satisfaction among all of its stakeholders. The faculty and staff at Nautilus Middle School ranked the school with overall high ratings. The category that received the highest rating was Measurement, Analysis, and Knowledge Management with a score of 4.5 on a 5.0 scale. Leadership followed with a score of 4.3 on a 5.0 scale.

The two categories that ranked the lowest on a 5.0 scale were Business Results with a score of 4.1 and Strategic Planning with a score of 3.9. The faculty and staff ranked how well they knew their organization was doing financially 3.3 on a scale of 5.0. Additionally, the faculty and staff ranked if their ideas were sought for future plans and the organization's ability to remove things that get in the way of progress with a score of 3.7 on a scale of 5.0. In order to improve the faculty and staff's perception in the aforementioned categories, a budget committee will be established. Additionally, input from the faculty will be requested more frequently via chairperson meetings, faculty meetings, and the e-mail system.



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.

6541 - NAUTILUS MIDDLE SCHOOL

VISION

The stakeholders of Nautilus Middle School endeavor to create a safe and effective learning environment that empowers students to become life-long learners, productive workers, responsible citizens, and thoughtful participants in a global society.

MISSION

The education stakeholders of Nautilus Middle School strive to provide its students with a safe, academically challenging, and culturally diverse learning environment that fosters the development of a strong character and intellect. It is our goal to assist students in reaching the maximum potential and to mature into responsible, proficient, and productive members of society.

CORE VALUES

Nautilus Middle School holds the following values as the fundamental purpose for all undertakings by the institution. We are committed to educational excellence. We acknowledge our responsibility to provide a caring and challenging setting which fosters open communication, and respect for our community of learners.

School Demographics

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School Foundation

Leadership:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that Nautilus Middle School staff members are aware of the organization’s mission and that the leadership team uses the values of the organization to guide and create a high quality work environment. On a 5.0 scale, the staff ranked the administration with a score of 4.3. Additionally, the staff members acknowledged that they are kept abreast of current information and are encouraged to grow professionally.

District Strategic Planning Alignment:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated the administration’s ability to analyze the goals and objectives and involve the faculty and staff in the process with the lowest score of 3.9 on a 5.0 scale. The staff perceives that their ideas are not considered in the planning process.

Stakeholder Engagement:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated stakeholder engagement with a high score of 4.2 on a 5.0 scale. Staff members are involved in making educational decisions and solving problems for all stakeholders.

Faculty & Staff:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated stakeholder engagement with a score of 4.1 on a 5.0 scale. The staff members believe they work in a safe environment and that the organization cares about them. Additionally, they work as a team and are recognized for their efforts.

Data/Information/Knowledge Management:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated stakeholder engagement with a score of 4.1 on a 5.0 scale. The staff members believe they work in a safe environment and that the organization cares about them. Additionally, they work as a team and are recognized for their efforts.

Education Design:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that Nautilus Middle School staff members rated the administration leadership skills pertaining to "measurement, analysis, and knowledge management" with a score of 4.0 on a 5.0 scale. “Data/Information/Knowledge Management” was a moderate-rated category.

Performance Results:

Results from the “Organizational Performance Improvement Snapshot” assessment (OPIS), indicate that the Nautilus Middle School staff members rated the process that drives the organization with a score of 4.0 on a 5.0 scale. Staff members are satisfied with their work and their products meet high quality and excellent standards. They view the organization as having high standards and ethics and obeying laws and regulations. Data analysis as it correlates to student performance will be the focus this year.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan

2007-2008



Different Innovative Approaches to Instruction - Cluster-based intensive mathematics instruction is provided for students that are struggling in mathematics. Students with reading deficiencies in phonemic awareness and phonics are provided with paired Language Arts and Intensive Reading classes that are taught by the same teacher.

Responsibility of Teaching Reading for Every Teacher - The reading coach provides all core and elective teachers with content specific reading passages as well as modeling/coaching trainings in Reciprocal Teaching to assure all teachers are provided with the tools needed to teach reading.

Quality Professional Development for Teachers and Leaders - A professional development liaison provides professional development for teachers in differentiated instruction and instructional strategies. Staff development in-services are provided in learning communities during Professional Development Period as well as during department meetings, early release and teacher planning days.

Small Learning Communities (SLC) - Students are assigned to one of six interdisciplinary academic teams to provide students and families with affective instructional support during their middle school experience.

Intensive Reading and Mathematics Intervention - Students are provided intensive remediation in strands deficiencies in reading and/or mathematics. Additionally, students are provided the assistance through pull-outs, tutoring, and Saturday school intervention.

Course Choice Based on Student Goals / Interests / Talent - Students scores and interest survey, including course request, IEP's, and GEP's are all reviewed before registration cards are printed and before staffing is completed.

Master Schedules Based on Student Needs - Nautilus Middle School uses data from FCAT, NRT, and subject selection cards when creating the Master Schedule to accommodate students according to their level of performance, with regard to remediation, acceleration, and course request.

Parental Access and Support - The parents at Nautilus Middle School are encouraged to stay involved in their child's education through our open-door policy. Through the school web site, Nautilus Middle School offers a monthly school calendar and relevant academic and extra-curricular information. The parents continue to provide strong support for our school and community.

Academic and Career Planning - Through U.S. History classes the students at Nautilus Middle School participate in the District Middle Moves Program. The Career Specialist collaborates with the history teacher with providing career development activities.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Nautilus Middle School will provide all students an opportunity to pursue high academic standards by using the District's Competency Based Curriculum (CBC) and the Sunshine State Standards (SSS) to achieve and obtain annual learning gains and read on or above grade level.

Needs Assessment



School Improvement Plan 2007-2008



Results of the March 2007 FCAT Reading Assessment indicate that 59% of the student population scored at or above FCAT Level 3. This percentage remained the same when compared to scores on the 2006 administration. Fifty-five percent of students achieved learning gains, a 17 percentage point decrease when compared to the scores of the 2006 administration. Sixty-six percent of the lowest quartile made learning gains in reading, a 14 percentage point decrease when compared to the 2006 administration. Additionally, the total school population proved strongest in the areas of Main Idea/Purpose (68% correct in grade seven and 58% in grade eight) and Reference/Research (71% correct in grade seven and 54% correct in grade eight), while Comparisons (67% correct in grade seven and 57% correct in grade eight) and Word Phrases (57% correct in grade seven and 57% correct in grade eight) proved to be the weakest strands. When Adequate Yearly Progress (AYP) of established subgroups was analyzed, the English Language Learners (ELL), Students with Disabilities (SWD), Hispanic and Economically Disadvantaged did not achieve the standards established by the state according to the No Child Left Behind parameters. Twenty-nine percent of the required 51% of the ELL population scored at or above grade level, a 7 percentage point increase when compared to scores of the 2006 FCAT Reading Test administration. Seventeen percent of the required 51% of the SWD population scored at or above grade level, a 6 percentage point increase when compared to scores of the 2006 FCAT Reading Test. Forty-eight percent of the required 51% of the Hispanic population scored at or above grade level, a 2 percentage point increase when compared to scores of the 2006 FCAT Reading Test administration. Forty-four percent of the required 51% of the Economically Disadvantaged population scored at or above grade level, a 1 percentage point increase when compared to scores of the 2006 FCAT Reading Test. The 2007 analysis disclosed the following needs: (1) the need for a refresher course for CRISS-trained staff on learning strategies which maximize reading comprehension; (2) the need for an instructional initiative which promotes reading fluency and vocabulary development school wide; (3) the addition of Intensive Reading class sections to the master schedule tailored to meet the specific needs of Level 1 and 2 students; and (4) the implementation of extended tutoring opportunities tailored to meet the specific needs of ELL, SWD, Hispanic and Economically Disadvantaged student populations.

NCLB Subgroup Target

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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grades seven and eight including Students with Disabilities (SWD), English Language Learners (ELL), Hispanic students, and Economically Disadvantaged students will improve their reading skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer monthly Edusoft assessments aligned to the Sunshine State Standards benchmarks to monitor student progress and address weak areas.	Principal, Assistant Principal for Curriculum (APC), Reading Coach, Department Chairpersons	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement Accelerated Reader for school wide use to encourage reading.	Principal, Assistant Principal for Curriculum, Reading Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	5000
Utilize Reading Plus in language arts and reading classes to increase reading comprehension skills.	Principal, Assistant Principal for Curriculum, Reading Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	6500
Implement the Pacing Guide that targets the Sunshine State Standards assessed on the FCAT Assessment.	Principal, Assistant Principal for Curriculum, Reading Coach, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Analyze and utilize Student Performance Indicators (SPI) data to monitor English Language Learners (ELL) and Students with Disabilities (SWD) weaknesses by benchmarks for tutorial participation.	Principal, Assistant Principals (APs), Teachers	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Administer the Interim Reading Assessment to monitor student progress and utilize the results to drive instruction.	Principal, Assistant Principals, Reading Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize Read XL in Intensive Reading classes and provide staff development as needed.	Principal, Assistant Principal for Curriculum, Reading Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Schedule every student who scored "100" on the 2007 administration of the FCAT Reading Assessment to attend academic development sessions with the respective counselor.	Principal, Assistant Principal for Curriculum, Counselors	8/20/2007	6/05/2008	Education Innovation	0
Schedule all Level 1 and 2 reading students in an Intensive Reading and/or Intensive Reading Plus class and/or reading pull-out for the lowest 25%.	Principal, Assistant Principal for Curriculum	6/05/2007	6/05/2008	District-wide Literacy Plan	6500
Integrate the Continuous Improvement Model (CIM) utilizing the 8-Step Process to drive instructional focus.	Principal, Assistant Principal for Curriculum, Reading Coach and Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement Reciprocal Teaching strategies to increase reading comprehension.	Principal, Reading Coach and Teachers	8/20/07	6/05/08	District-wide Literacy Plan	0
Review and analyze data from the FCAT Diagnostic Assessment of Reading (DAR), standardized interim assessments, fluency probes, and program based assessments. These data study teams review data monthly and monitor trends in student achievement, and the effectiveness of interventions.	Principal, Assistant Principals, Reading Coach, and Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Encourage all Level 1 and Level 2 students in all subgroups to attend the after-school tutoring, Saturday tutoring and/or pull-out program.	Principal, Assistant Principal for Curriculum, Reading Coach, and Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	2500

Research-Based Programs

Research-based instructional materials used in the reading program address the specific reading deficiencies of students based on assessment results.

1. Read 180 is a comprehensive reading intervention program used to increase students' decoding, fluency, vocabulary, and comprehension skills..
2. Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.
3. FCAT Explorer is a practice program developed to help students master the tested benchmarks.
4. Jamestown Plus Program is used to strengthen independent reading skills such as fluency.

Professional Development

Professional development includes:

1. The Principal identifies model classrooms within the school. Mentor teachers serve as model classroom teachers for demonstration purposes.
2. The Principal and Assistant Principals conduct weekly walk-through visits to monitor classroom implementation of programs and follow up with feedback to teachers.
3. The Reading Coach works individually with teachers to provide support and assistance where needed. Appropriate professional development opportunities are made available for teachers to meet their students' needs.
4. Professional staff development is provided to enhance instructional methodology and pedagogy.
5. Expanded Edusoft training enables teachers to monitor data on a regular basis for all students.

Evaluation

1. Interim Assessments
2. Student Reading Logs
3. FORF - Florida Oral Reading Fluency
4. School Authored Assessment
5. Read 180
6. FCAT Explorer
7. Reading Plus
8. 2008 FCAT Reading Assessment
9. Student Reading Plan (SRP)

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Nautilus Middle School will provide all students an opportunity to pursue high academic standards by using the District's Competency Base Curriculum (CBC) and the Sunshine State Standards (SSS) to achieve and obtain annual learning gains in the area of mathematics.

Needs Assessment

Results of the March 2007 FCAT Mathematics Assessment indicate that 70% of the student population scored at or above FCAT Level 3, a 3 percentage point increase when compared to the scores of the 2006 administration. Seventy-three percent of students achieved learning gains; the percentage remained the same when compared to the scores of the 2006 administration. Additionally, the grade seven student population proved strongest in the areas of Data Analysis (67% correct), and the grade eight student population was strongest in the area of Number Sense and Measurement (58% correct). While Geometry and Algebraic Thinking (both 42% correct in grade eight), and Geometry (50% correct in grade seven) proved to be the weakest strand. When Adequate Yearly Progress (AYP) of established subgroups was analyzed, Students With Disabilities (SWD) and English Language Learners (ELL) did not achieve the standards established by the State according to the No Child Left Behind parameters (56% at or above grade level). Twenty-three percent of the required 56% of the Students With Disabilities population scored at or above grade level in mathematics, an 8 percentage point increase when compared to scores of the 2006 FCAT Mathematics Assessment administration. Forty-eight percent of the required 56% of the English Language Learners (ELL) scored at or above grade level in mathematics, a 6 percentage point increase when compared to scores of the 2006 FCAT Mathematics Assessment administration.

The 2007 assessment has uncovered needs, which include, but are not limited to: (1) include more activities encompassing weakest strands and benchmarks; (2) development and implementation of a tutoring program that addresses higher level courses; (3) additional intensive mathematics classes and/or sections for all Level 1 and 2 students to the master schedule; and (4) increase the use of manipulatives in mathematics classes.



School Improvement Plan 2007-2008



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Measurable Objective

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students who scored at or above FCAT Level 3 in mathematics for placement in advanced and honors mathematics courses.	Principal, Assistant Principals, Counselors	5/01/2007	8/20/2007	Advanced Academics	0
Analyze and utilize Student Performance Indicators (SPI) data to drive instruction for identified student weaknesses and provide remediation.	Principal, Assistant Principals, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize District Interim Assessments to monitor student progress towards benchmark mastery and address areas of weakness.	Principal, Assistant Principals, Department Chairperson, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Pacing Guide in all mathematics courses to facilitate instructional delivery and student assessment.	Principal, Assistant Principals, Department Chairperson, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Provide students with performance-based activities that incorporate the use of manipulatives, problem solving, critical thinking, communication, and technology.	Department Chairpersons and Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	1000
Utilize and analyze Cognitive Tutor and GIZMOS to supplement instruction and integrate technology in the curriculum.	Principal, Assistant Principals, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	3500
Encourage all Level 1 and Level 2 students to attend the after-school tutoring, Saturday and/or pull-out program and monitor progress.	Principal, Assistant Principals, Counselors	8/20/2007	6/05/2008	Academic Enrichment Opportunities	1375
Monitor and analyze data from benchmark assessments to identify instructional areas in need of improvement.	Principal, Assistant Principals, and Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Mathematics Textbook—Glencoe
2. Riverdeep
3. Cognitive Tutor
4. GIZMOS

Professional Development

1. SPI training
2. Data Analysis
3. FCAT Explorer
4. Edusoft
5. Riverdeep
6. GIZMOS
7. Cognitive Tutor

Evaluation



School Improvement Plan 2007-2008



1. Interim Assessments
2. FCAT Explorer
3. Riverdeep
4. Edusoft Item Bank
5. Cognitive Tutor
6. 2008 FCAT Mathematics Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Nautilus Middle School will provide all students an opportunity to pursue high academic standards by using the District's Competency Based Curriculum (CBC) and the Sunshine State Standards (SSS) to achieve and obtain annual learning gains in the area of writing.

Needs Assessment

Results of the 2007 FCAT Writing+ indicate that 86% of eighth grade students tested scored at the State's mastery of 3.5 or higher. Fourteen percent of eighth grade students scored below the State's mastery level. Eighth grade students tested achieved a combined mean score of 3.9, demonstrating a .1 point decrease when compared to 2006 combined mean score of 4.0. Specifically, eighth grade students tested with the expository version of the FCAT Writing+ Assessment achieved a mean score of 3.8 and a mean score of 4.0 was achieved in persuasive writing. Data indicates the curriculum needs to equally reflect a focus on expository and persuasive writing, with a continued effort to develop students' writing skills.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will improve their skill as evidenced by 90% of the students scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Model various writing techniques, such as one sentence summaries, sentence expansion, and frame paragraphs, to improve student writing.	Reading Coach, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Encourage the use of learning logs and journals in all content areas to address various writing strategies.	Principal, Assistant Principal for Curriculum, Department Chairs, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Model summary techniques and organizers, such as GIST and RAFT in language arts courses to profess the use of voice and author's purpose in writing.	Department Chairs, Reading Coach, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Encourage the use of peer-editing and self-evaluation in all writing exercises for the practice of understanding rubric grading.	Department Chairs, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the writing process to increase the ability of students to write exceptional essays in advanced academic courses.	Department Chairs, Teachers	8/20/2007	6/05/2008	Advanced Academics	0
Incorporate the use of graphic organizers in essay planning and writing for the purpose of teaching organizational writing.	Assistant Principal for Curriculum, Department Chairs, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Administer District Writing Pretest and utilize results to drive instruction.	Assistant Principal for Curriculum, Teachers	9/04/2007	6/05/2008	Continuous Improvement Model	0
Provide students with additional writing and vocabulary assistance to promote greater understanding of English.	Department Chairs and Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. McDougall Littell resources

Professional Development

1. Holistic scoring training
2. Data analysis training

Evaluation

1. District Writing Pretest and Posttest
2. Teacher Authored Writing Prompts
3. 2008 FCAT Writing Assessment

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

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

Science Statement

Nautilus Middle School will provide every student with the skills and competencies necessary to master state standards and make annual learning gains in the area of science.

Needs Assessment

Results of the March 2007 FCAT Science Assessment indicate that 35% of eighth grade students tested scored at or above Level 3. Additionally, eighth grade students demonstrated strength in the areas of Earth and Space Science (58% percent correct) and Scientific Thinking (50% correct); while weaker in the areas of Life and Environmental (46% correct) and Physical and Chemical Science (36% correct).

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 60% of students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide time for teachers to collaborate and share best practices, mentor, and model lessons.	Assistant Principals, Department Chair	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Pacing Guide that assesses the FCAT Science benchmarks in all Science courses.	Assistant Principals, Department Chair	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize the Home Language Assistance Programs to assist English Language Learners (ELL) students who are having difficulties.	Teachers	8/20/2007	6/05/2008	Diversity & Educational Equity	0
Utilize and analyze GIZMOS' data to drive instruction.	Assistant Principals, Department Chair	8/20/2007	6/05/2008	Continuous Improvement Model	0
Develop a common set of laboratory activities for students within each science course.	Assistant Principals, Department Chair	8/20/2007	6/05/2008	Continuous Improvement Model	3000
Increase the use of process skills through group work in writing activities, such as laboratory reports and technology inquiry-based activities in Science.	Assistant Principals, Department Chair	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify students who scored at or above FCAT Level 3 in mathematics for placement in advanced and honors science courses.	Assistant Principals, Department Chair	8/20/2007	6/05/2008	Advanced Academics	0

Research-Based Programs

1. Glencoe Textbook and Supplementary Resources
2. GIZMOS
3. RiverDeep

Professional Development

1. Pacing Guide implementation training
2. CRISS training
3. RiverDeep training
4. GIZMOS
5. Data analysis

Evaluation

1. Site-authored assessments
2. Laboratory experiences
3. 2008 FCAT Science Assessment

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Nautilus Middle School will collaborate and communicate with its stakeholders and provide increased opportunities for parental involvement in their child's education.

Needs Assessment

Data from 2006-2007 sign-in rosters indicate 60% of parents participated in at least one Parental Involvement Workshop. There is a great need for parents who are not familiar with the expectations and policies of the school to attend workshops and communicate with the school. Greater and persistent involvement on the part of the parents and stakeholders is crucial to the school's continued success.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct monthly EESAC/PTSA meetings to inform parents about school improvement efforts.	Principal, EESAC Chair	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Invite parents, on a quarterly basis to participate in various awards programs that showcase the academic achievements of Nautilus Middle School students.	Principal, Activities Director	8/20/2007	6/05/2008	Improve Public Perception	0
Communicate relevant information to parents via the District's voice recorded Connect-Ed system.	Principal, Assistant Principals	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Maintain school website bi-weekly to provide information about the school to parents and the community.	Principal, Technology Teachers	8/20/2007	6/05/2008	Exchange Meaningful Information	1500
Provide strategies for parents to use at home to support reading, mathematics, writing, and science efforts.	Reading Coach, Assistant Principals, Community Involvement Specialist (CIS)	8/20/2007	6/05/2008	Exchange Meaningful Information	1000
Utilize Community Involvement Specialist to conduct home visits in order to promote parental involvement.	Community Involvement Specialist (CIS), Assistant Principals	8/20/2007	6/05/2008	Exchange Meaningful Information	19891
Communicate about the school and PTSA via newsletters, flyers, and letters in both English and Spanish as needed to disseminate pertinent information.	Principal, Assistant Principals, Teachers	8/20/2007	6/05/2008	Improve Public Perception	800

Research-Based Programs

1. PTSA

Professional Development

1. Monthly EESAC Meetings
2. Monthly PTSA Meetings
3. Title I Workshops addressing numerous topics such as attendance, FCAT, Report Cards requirements

Evaluation

1. Workshop attendance rosters
2. Community Involvement Specialist Records
3. PTSA meetings attendance roster
4. EESAC meetings attendance rosters
5. Advocates for Gifted Education attendance rosters
6. Parent/Teacher conference rosters

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Nautilus Middle School will provide and promote a safe and disciplined environment for all students and stakeholders.

Needs Assessment

A review and analysis of the suspension data associated with the Student Case Management System, indicates that there is a need for continued improvement in student behavior. During the 2006-2007 school year, Nautilus Middle School processed 835 suspensions (indoor and outdoor suspensions combined). Nautilus Middle School processed 703 suspensions (indoor and outdoor combined), to Economically Disadvantaged students. There is a need to develop and implement alternatives to suspension to reduce the suspension rate.

Measurable Objective

Given emphasis on maintaining a safe and orderly learning environment, student behavior will improve as evidenced by a decline in the number of days spent in indoor and outdoor suspensions to 752 as evidenced by the 2007-2008 suspension report. A 10% decrease when compared to 835 suspensions (indoor and outdoor combined) on the 2006-2007 suspension report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with an orientation which focuses on the Code of Student Conduct.	Principal, Assistant Principals, Counselors	9/05/2007	9/06/2007	Safe and High-quality Facilities	0
Review Student Case Management referrals for Students With Disabilities and Economically Disadvantaged on a monthly basis and provide intervention strategies for repeat violators.	Principal, Assistant Principals, Counselors, Special Education (SPED) Chairperson	8/20/2007	6/05/2008	Inclusion of SWD	0
Continue the implementation of the progressive discipline plan.	Principal, Assistant Principals, Counselors	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Implement alternatives to suspension by involving teachers and parents in the discipline process.	Principal, Assistant Principals, Counselors, Community Involvement Specialist	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide incentives to students who comply with the Code of Student Conduct.	Principal, Assistant Principals, Counselors	8/20/2007	6/05/2008	Safe and High-quality Facilities	200

Research-Based Programs

Not Applicable

Professional Development

1. "It Didn't Have to Happen" training
2. MDCPS Parent Academy Workshops
3. School-site presentations on proper discipline

Evaluation

1. COGNOS suspension reports

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

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

Technology Statement

Nautilus Middle School will promote and integrate technology across the curriculum to prepare students with the necessary skills to compete in the work force.

Needs Assessment

Results from the administration of a school-site generated teacher survey indicate a lack of technology in the classrooms, various levels of computer literacy among the faculty, and the need to integrate technology into the curriculum. Moreover, the results indicate that the staff supports and welcomes computer education and training.

Measurable Objective

Given training on the integration of technology across the curriculum, students will utilize at least one software program to supplement instruction as evidenced by a 10 percentage point increase on the site-generated survey during the 2007-08 school year as compared to the 2006-07 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide e-mail training and concepts of computer knowledge to all teachers.	Principal, Technology Coordinator	8/20/2007	6/05/2008	Continuous Improvement Model	0
Replace or eliminate obsolete computers and software programs as needed.	Principal, Assistant Principals, Technology Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	3000
Increase teacher computer literacy by implementing computer training on MS Office Application, District mandate applications and the Electronic Gradebook.	Principal, Assistant Principals, Technology Leader	8/20/2007	6/05/2008	Continuous Improvement Model	1000
Increase the number of high-quality printers and AV converter boxes in the classrooms as needed.	Principal, Assistant Principals, Technology Leader	8/20/2007	6/05/2008	Continuous Improvement Model	2500
Install Smart Boards in the computer lab to enhance delivery of instruction through technology.	Principal	8/20/2007	6/05/2008	Continuous Improvement Model	2500
Provide staff technology training on various web-based programs such as FCAT Explorer, Edusoft and RiverDeep, .	Principal, Assistant Principals, Technology Coordinator	8/20/2007	6/05/2008	Continuous Improvement Model	500

Research-Based Programs

Not Applicable

Professional Development

1. Pinnacle/Excelsior Gradebook Training
2. MS Office Application Training
3. Web-based software programs; i.e., FCAT Explorer, RiverDeep, and Edusoft

Evaluation

1. Results of school generated survey

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

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

Health & Physical Fitness Statement

Nautilus Middle School will promote the overall health and fitness of students by providing opportunities for students to attain the optimal level of fitness.

Needs Assessment

A review and analysis of results of the 2006 Physical Fitness Testing Report, data indicates that 26% of the students participated in a physical education program. Fifty-five percent of these students enrolled in physical education attained a District Fitness Award. There is a need to promote physical education and implement the National Standards for Physical Education.

Measurable Objective

Given instruction using the M-DCPS mandated 2006 FITNESSGRAM standards, students in grades seven and eight will improve their fitness as evidenced by an increase in the number of award winners to 66% as evidenced by 2007-2008 results. A 5% increase when compared to 61% student award winners in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue the selling of baked goods and non-carbonated drinks through our vending machine operations.	Principal	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Monitor the physical education program to ensure that activities are specifically related to the assessment component items.	Assistant Principals	8/20/2007	6/05/2008	Student Wellness	0
Administer pre-test to determine student baseline measures and compare with results of post test.	Physical Education Teachers	8/20/2007	6/05/2008	Student Wellness	0
Encourage parents to become more involved in the health and physical fitness of their children.	Assistant Principals, Counselors, Community Involvement Specialist	8/20/2007	6/05/2008	Student Wellness	0
Promote schoolwide nutrition by offering healthy food options as part of our cafeteria menu.	Principal, Assistant Principals, Cafeteria Manager	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

1. The FITNESSGRAM

Professional Development

1. Health and Fitness training

Evaluation

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

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

Electives & Special Areas Statement

Nautilus Middle School will afford students with opportunities to pursue areas of interest by providing an array of extra and co-curricular offerings.

Needs Assessment

After reviewing and analyzing our elective program, trends in student enrollment indicate a decline as a consequence of the state required reading and mathematics mandate. Over 60% of our student population scored at or above Level 3 on FCAT Reading and/or Mathematics Assessment, a 10% increase when compared to the 2006 administration. Therefore, there is a decrease in the number of students required to take an intensive reading and/or mathematics course as an elective. Our program will make tremendous gains in student population.

Measurable Objective

Given emphasis on the benefits of participating in extra and co-curricular activities, student participation in extra and co-curricular activities will improve by 5 percentage points as evidenced by 2007-2008 student participation logs when compared to the 2006-2007 participation logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate 2 Rush Day activities that will inform students of all the club and sport offerings.	Principal, Activities Director, Club Sponsors	9/29/2007	9/30/2007	Academic Enrichment Opportunities	0
Analyze current student enrollment in the elective program to determine the need of extra and co-curricular activities.	Principal, Activities Director, Club Sponsors	8/20/2007	6/05/2008	Academic Enrichment Opportunities	1000
Provide greater opportunities for students who are enrolled in intensive classes to participate in after school activities.	Principal, Activities Director, Club Sponsors	8/20/2007	06/05/2008	Academic Enrichment Opportunities	500
Provide an after-school music program to allow students to practice skills for local, state and national competitions.	Principal, Activities Director, Club Sponsors	8/20/2007	6/05/2008	Academic Enrichment Opportunities	500

Research-Based Programs

Not Applicable

Professional Development

1. In-Service Seminars with club sponsors.

Evaluation

1. Student participation logs

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

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

Return On Investment Statement

The most recent data supplied by the FLDOE indicated that in 2006, Nautilus Middle School ranked in the 51st percentile on the State of Florida ROI Index.

Needs Assessment

The most recent data supplied by the FLDOE indicated that in 2006, Nautilus Middle School ranked in the 51st percentile on the State of Florida ROI Index.

Measurable Objective

Nautilus Middle School will improve its ranking on the State of Florida ROI Index Publication from the 51st percentile in 2006 to the 52nd percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit volunteers to assist with tutoring programs during daily pull-out sessions and after school.	Assistant Principals, Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Collaborate with district personnel on resource allocation.	Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Conduct analyses of school-based expenditures.	Principal, Assistant Principals	8/20/2007	6/05/2008	Continuous Improvement Model	0
Increase knowledge about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Not applicable

Professional Development

1. Greater average per student return on investment

Evaluation

1. On the next State of Florida ROI Index Publication, Nautilus Middle School will show progress toward reaching the 52nd 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 examined the 2007-2008 budgetary expenditures and recommended to continue funding the Saturday school tutorials and academic incentives monies that remain will be utilized for additional tutoring. It was recommended to establish a Budget Committee. The remaining balances in 2007-2008 are to be spent in programs and materials that will enhance student achievement.

Training:

Staff development continues to be a priority for the EESAC. Therefore, it will continue to support all schoolwide staff development and early release inservices.

Instructional Materials:

The EESAC made the recommendation to fund the instructional materials for the mathematics program. Funds were committed to purchase Cognitive Tutor for all students enrolled in algebra classes. The EESAC is considering the purchase of two Smart Boards to enhance the delivery of instruction.

Technology:

Training will be in the areas of Edusoft, SPI, Electronic Gradebook, the use of e-mail, Accelerated Reader, FCAT Explorer, Read 180, River Deep, and Reading Plus. EESAC recommended that teachers integrate technology into their curriculum and that training is provided for Smart Boards.

Staffing:

The EESAC recommended that intensive reading and/or mathematics classes be capped at 22 students.

Student Support Services:

The EESAC recommended that students who scored FCAT Level 1 in Reading and/or Math receive services and that their progress is maintained.

Other Matters of Resource Allocation:

The EESAC recommended no other allocation at this time. The EESAC made no other recommendation for resource allocations at this time.

Benchmarking:

The EESAC recommended collect and review data to support progress at the 2007-2008 mid-year review. The council expressed interest in reviewing data each quarter.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommended continue to support all school safety efforts such as the mandatory uniform policy and ID badges. The implementation of a discipline committee was suggested.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	20500
Mathematics	5875
Writing	0
Science	3000
Parental Involvement	23191
Discipline & Safety	200
Technology	9500
Health & Physical Fitness	0
Electives & Special Areas	2000
Return On Investment	0
Total	64266



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