

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Norland Middle School (6571)

Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Cheryl Nelson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Norland Middle School is a Visual and Performing Arts Magnet school, serving students in grades six through eight. Our Magnet program has been recognized throughout the district, state, and nation. In 2004-2005, Norland Middle School's Magnet program was recognized for our commitment to excellence by the Magnet Schools of Distinction Program. This prestigious award placed our school in the national spotlight. Norland Middle School offers students quality educational programs such as Exceptional Student Education which includes Gifted, advanced courses, Foreign Language, and English for Speakers of Other Languages (ESOL). Norland Middle School serves 1356 students. The ethnic breakdown is 90.6 percent Black Non-Hispanic, .9 percent White Non-Hispanic, 6.4 percent Hispanic, 1.5 percent Multi-racial and .6 percent Asian/Indian. Of the students enrolled, 82 percent are basic education students, 16 percent are Exceptional Education students (9 percent Gifted) and 2 percent are ESOL students. Seventy-seven percent of our students qualify for free or reduced lunch.

Given instruction based on the Sunshine State Standards, the percentage of students in grades 6-8 scoring at level 3 or higher in reading will be increased from 46 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the percentage of Black students scoring at level 3 or higher in reading will be increased from 43 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at level 3 or higher in reading will be increased from 43 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the percentage of Students with Disabilities scoring at level 3 or higher in reading will be increased from 15 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the percentage of students in grades 6-8 scoring at level 3 or higher in reading will be increased from 38 percent in 2007 to 62 percent on the 2008 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Black students scoring at level 3 or higher in mathematics will be increased from 34 percent in 2007 to 62 percent on the 2008 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at level 3 or higher in mathematics will be increased from 35 percent in 2007 to 62 percent on the 2008 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students scoring at level 3 or higher in mathematics will be increased from 48 percent in 2006 to 62 percent on the 2008 administration of the FCAT mathematics test. Students in this subgroup are less than 30 or the data are not applicable for 2007.

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

Given instruction based on the Sunshine State Standards, the percentage of students in grade 8 scoring at level 3 or higher in science will be increased from 20 percent in 2007 to 45 percent on the 2008 administration of the FCAT science test.

Based on the need to establish and maintain a strong home-school connection, in order to facilitate student academic achievement, at least 200 more parents will attend school sponsored activities in the 2007-2008 school year, as evidenced by parent attendance logs at school functions.

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will be decreased from 30 percent in 2006-2007 to 27 percent as compared to the (CMF)Case Management Forms in 2007-2008.

Given an emphasis on the use of technology in education, all students will augment their usage of educational software as evidenced by a five percent increase of student usage during the 2007-2008 school year as compared to the 2006-2007 school year through the usage reports of Read 180, Reading Plus, Accelerated Reader, Bridges to Algebra, and FCAT Explorer along with classroom rosters of students completing computer-based projects.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 96 percent of the student population in grades six through eight will improve their physical fitness by receiving a Gold or Silver Award on the 2007-2008 FITNESSGRAM results.



School Improvement Plan

2007-2008



The number of students participating in extra and co-curricular activities will increase by five percent for the 2007-2008 school year as compared to data derived from the 2006-2007 school year.

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

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Norland Middle School will institute an instructional program, research-based READ-180, with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments, including weekly, monthly and quarterly assessments. These student performance data will be carefully analyzed and used to drive the instruction, accordingly. Data collected from Norland Middle School indicates that as students transition from one grade level to another, academic achievement scores decrease. As a response to this data Norland Middle School will continue a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Furthermore, the Transition Academy will foster a smooth transition for students as they enter middle school, a time when students often experience emotions such as anxiety or fear associated with leaving behind a familiar school environment and anticipating the beginning of middle school.

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



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.

6571 - NORLAND MIDDLE SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan 2007-2008



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.

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

School Demographics

Norland Middle School is located on 13.3 acres in northern Miami-Dade County at 1235 Northwest 192 Terrace. The community is a predominately African-American, middle to lower middle-class, neighborhood composed of single family dwellings, apartment complexes, neighborhood businesses and well-known grocery and restaurant chains. There are five classroom buildings consisting of 94 classrooms, a media center and 14 portables, augmented with a freestanding auditorium and cafeteria. The 48-year-old school has been retrofitted to provide Internet and Intranet access to all classrooms and to the media center. The media center houses a state of the art closed circuit audiovisual system. The school has purchased wireless equipment to provide Internet/Intranet access for computer laptops for teachers and administrators. Norland Middle School has a Technology Education Laboratory and there are six additional computer laboratories. The northwest boundary of the school is adjacent to Norwood Park, allowing the students access to the community swimming pool and baseball diamond that are located in the park. Norland Middle School serves 1454 students. The ethnic breakdown is 90.6 percent Black Non-Hispanic, .9 percent White Non-Hispanic, 6 percent Hispanic, 1.5 percent Multi-racial and .6 percent Asian/Indian. Of the students enrolled, 82 percent are basic education students, 16 percent are Exceptional Education students of which 9 percent are Gifted. Norland Middle school also has 2 percent ESOL students. Seventy-seven percent of the students qualify for free or reduced lunch. In order to assure all students equal accessibility, the Parent Teacher Student Association is instrumental in identifying the needs and providing both direct assistance and referrals to appropriate Social Service agencies. Tutoring programs serve students in all subgroups who are in need of extra help in mastering skills taught in classrooms, both before and after school and in a Saturday Tutorial program. Students requiring extensive educational assistance are the responsibility of the members of the Child Study Team. The Full Service program, which serves Norland Elementary, Middle and High Schools, provides assistance to all families within the community. The school employs a total of 128 full-time employees and 10 part-time staff members. Of this group, 4 are administrators, 76 are classroom teachers (5 are Exceptional Student Education teachers and 1 is a media specialist); 4 are guidance counselors; 1 is a school Social Worker; 7 are classroom paraprofessionals; 7 are cafeteria workers; 7 are full-time clerical employees and 2 are part-time clerical employees; 5 are full-time security monitors and 4 is a part-time security monitor; 9 are full-time custodial service workers and 3 are part-time custodial service workers. In addition, Norland Middle employs one Microsystems Technician, 1 Computer Lab Specialist to support the technology infrastructure of the school. Norland Middle also employs a Title I Reading Coach, a state-funded Reading Coach and a Title I Community Involvement Specialist. Of the teaching staff, .04 percent are teachers new to Norland Middle School. The ethnic breakdown is 12 percent White, 67 percent Black, 12 percent Hispanic, and 1 percent Asian/Indian. The average length of time teaching in Florida is 13 years. Norland Middle School is proud that forty percent of the teachers have earned advanced degrees. Twenty-one teachers hold a Master's degree, eight teachers hold a specialist's degree, Two teachers and one counselor have attained National Board Certification. Norland Middle School links the community to the school in several ways. Norland is a part of a Full Service Center triplex funded through Health Connect that was created to promote healthier living and unify the fragmented health services in our community. This program offers a coordinated level of school-based healthcare at our school, expanded health screenings and assessments with access to follow-up care, mental and behavioral health services, nutrition and health counseling, and better access to a regular primary care physician.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

New Teachers (MINT) will be paired with newly assigned and beginning teachers as mentors to provide assistance with methodology and pedagogy. All new educators are assigned a teacher mentor who provides assistance and support throughout the school year. The mentors and mentees meet periodically to discuss issues such as instruction, grades, policies and procedures, and classroom management. The staff rated job satisfaction a 4.1 on a 5-point scale on the Organizational Performance Self-Assessment Survey.

Data/Information/Knowledge Management:

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

Education Design:

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

Performance Results:

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

Schools Graded 'C' or Below

Professional Development:

Norland Middle School provides in-services and professional development opportunities that position teachers as individuals and as departments to access, disaggregate and analyze data that promotes and enhances differentiated instructional strategies. Based on the data, teachers receive training in best practices involving technology, co-teaching and other models of instruction. They also receive training in student assessment that allows them to review up-to-date student progress and amend instructional strategies as needed.

Disaggregated Data :

Norland Middle School incorporates a review of assessment data in determining the effectiveness of its instructional strategies. The data is used to assess the strength of departmental planning and instructional delivery of the teachers. Attention is given to the timeline, scope and sequence of the curriculum on a quarterly basis. Those areas of the curriculum that show a need for greater instructional emphasis can be accessed from the data found in content cluster analysis. Teachers can tailor instruction to the individual needs of their students based on the data found in Snapshot and the Student Performance Indicator. Differentiated instruction can be implemented based on the common grouping of students whose test data reveals similar trends and outcomes.

Informal and Formal Assessments:

Through a variety of webbased assessment tools, such as Gizmo, River Deep, Read 180, FCAT Explorer and others Norland Middle school implements a regular and ongoing formal assessment of its students' progress. Additionally, Edusoft allows for a tailored assessment of individual students and subgroups of students, which provides data on item specifications. Norland Middle School incorporates a variety of informal assessments through such programs as Buckle Down, Impact II, Accelerated Reader and teacher authored tests, as well as student portfolios.

Alternative Instructional Delivery Methods :

Norland Middle School provides various methods of alternative instructional delivery through remediation, acceleration and enrichment strategies. The strategies are implemented through programs designed to supplement the standard delivery of instruction. These programs include before and after school tutorials, Saturday Academy and Plato Recovery. An academic improvement period is provided by an extended day which offers both remedial and enrichment opportunities. Students may accelerate by taking advanced courses that offer opportunities for high school credit, such as Algebra I and Earth Space Science. Norland Middle School has partnered with its feeder-pattern high school by offering Geometry to some of the middle school students at the high school.

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 type="checkbox"/>	Academic and Career Planning



School Improvement Plan

2007-2008



Different innovated approaches to instruction is addressed in the areas of Reading, Math and Science strategies as noted in our School Improvement Plan.

The reading coach provides and models strategies that emphasize the responsibility of all content area teachers to integrate reading into their instructional delivery.

Norland Middle School will provide quality professional development for both its teachers and leadership team through training, inservices, workshops and other activities that focus in on departmental planning based school-wide and individual teacher data, data-driven instruction and consistent and ongoing assessment. All departments will be trained to access and understand the available FCAT data that most pertains to their subject areas. The departments will learn to analyze the data in order to plan for both a school-wide delivery of instruction and a delivery of differentiated instruction to students. Teachers will receive professional development activities that will allow them to review data from Snapshot and analyze the progress of their students from the previous year.

Teachers will receive inservices and workshops that provide exposure to best practices in instruction based on the data. The training will also include the development of instructional planning using collaborative models. Extensive professional development will be devoted to teaching teachers to use instructional applications such as Read 180, Gizmos, River Deep, FCAT Explorer and more. Additionally teachers will receive in-depth training on assessment tools, such as Edusoft. The Leadership Team will receive training on the planning and implementing of the school's master schedule. It will also have professional development opportunities through district and state sponsored resources.

Norland Middle has worked diligently in establishing the ideas of creating learning communities that will aid in improving student achievement and reform the instructional design of its curriculum.

To assist in the implementation of learning communities, we have grouped our departments into clusters and have strategically scheduled them in certain areas of the campus. This allows our instructors to promote a collaborative culture and to share their best practices on a regular basis. We have also set-up folders on computer where instructors can place their best practices in and others may be able to select the lesson that best suits their needs.

The small learning communities also give us the opportunity to disaggregate data and identify strategies needed to identify the essential knowledge and skills that our students should learn as they are aligned with the state and district standards.

Intensive intervention in Reading and Mathematics is addressed in the areas of Reading and Math strategies as noted in our School Improvement Plan.

Student goals, interests and talents are enhanced based on preferences and options provided through student subject selection. The selection is part of the articulation process and is based on the choices of elective courses, which include areas of study such as music, dance, art, drama, vocational and physical education. Students can also pursue their interests in classes offered by the extended day program.

The implementation of the master schedule based on student needs is addressed in the areas of Reading and Math strategies as noted in our School Improvement Plan.

Parental access and support is addressed in the Parental Involvement section of the School Improvement Plan.

Norland Middle School employs the middle school concept of interdisciplinary learning, whereby students broadly explore knowledge in various subjects related to certain aspects of their environment.

Norland Middle School offer students unique and rigorous academic and career curriculum activities. Community and corporate involvement contribute to the success of NMS as an educational institution for stepping into the "A" zone. This year's Academic and Career planning activity calendar include: College Fair, Career Fair, Student Business Expo, Middle Moves Student Transitional Skills, Senior High School Choice Fair, Tutorial Services, Academic Counseling, Honor Society Academic Mentors, Academic Competitions (Debate Teams, Math Bowl Chess Tournaments), Academic Clubs, Magnet Fair, Character Education Benchmarks (Learning for Life Curriculum), Parent Workshops and Parent Conferences.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Improve reading performance for all students.

Needs Assessment



School Improvement Plan 2007-2008



The results of the March 2007 FCAT Reading Test indicate that 46 percent of the student population scored at or above a level 3. Fifty-four percent of the students achieved gains. Sixty-seven percent of the lowest quartile made progress as compared to 71% in 2005.. Comparisons proved to be the greatest strength school-wide at 64 percent, while Main Idea/Author's Purpose followed closely with 59 percent. The weakest area was Reference and Research at 36 percent of the total student population showing mastery. When Adequate Progress (AYP) of established subgroups is analyzed, the Limited English Proficiency and Students with Disabilities did not achieve the standards established by the state according to the No Child Left Behind Act (44 percent at or above grade level). Hispanics (55 percent) Black (45 percent) Economically Disadvantaged (45 percent) populations did achieve the standards established by the state. The results of the March 2007 FCAT Reading Test indicate that 46 percent of the student population scored at or above a level 3. Fifty-four percent of the students achieved gains. Sixty-seven percent of the lowest quartile made progress. For all the benchmarks tested, Words and Phrases proved to be the greatest strength in grade 6 with 60 percent correct followed by Main Idea and Purpose 55 percent correct and Comparisons 50 percent correct. The weakest area was Reference and Research of the total six grade population with 43 percent correct. Comparisons proved to be the greatest strength in grade 7 with 67 percent correct, followed by Main Idea/ Purpose with 64 percent correct and Words and Phrases and Reference and Research both with 57 percent correct. All of the tested benchmarks met district standards. Comparisons and Words and Phrases proved to be the greatest strength in grade 8 with 57 percent correct (meeting district standards), followed by Main Idea/ Purpose at 54 percent correct. The weakest area was Reference and Research at 46 percent correct. When Adequate Progress (AYP) of established subgroups is analyzed, the Limited English Proficiency and Students with Disabilities did not achieve the standards established by the state according to the No Child Left Behind Act (the number of students in this group is less than 30 or the data are not applicable). Hispanics (the number of students in this group is less than 30 or the data are not applicable) Black (43 percent) Economically Disadvantaged (43 percent) populations did not achieve the standards established by the state.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students in grades 6-8 scoring at level 3 or higher in reading will be increased from 46 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the percentage of Black students scoring at level 3 or higher in reading will be increased from 43 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at level 3 or higher in reading will be increased from 43 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, the percentage of Students with Disabilities scoring at level 3 or higher in reading will be increased from 15 percent in 2007 to 58 percent on the 2008 administration of the FCAT reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct teacher-student-parent FCAT Chats to review all students' performances on 2006 FCAT.	Administrators, Reading teachers	9/18/2007	3/26/2008	Other/ Not Applicable	0
Increase the number of inclusion classes as compared to the 2005-2006 school year.	Administrators, Teachers, Counselors	08/20/07	06/01/08	Other/ Not Applicable	0
Provide intensive (READ 180) reading classes for the LEP and SWD, and FCAT Level 1 students.	Administrators, Teachers, Counselors	08/20/07	06/01/08	Other/ Not Applicable	0
Provide a variety of teaching strategies to address all learning styles for all students that will include CRISS.	Administrators, Teachers	08/20/07	06/01/08	Other/ Not Applicable	0
Continue to support the Miami-Dade County Public Schools' rigorous reading requirement for FCAT Level 1 and 2 students with reading deficiencies.	Administrators, Teachers, Reading Coaches, Language Arts/Reading Teachers	08/20/07	06/01/08	Other/ Not Applicable	0
Provide READING PLUS computer-based program for extended day class for FCAT Level 1 ans 2 students.	Administrators, Reading Coaches	09/18/07	06/01/08	Other/ Not Applicable	0
Utilize Student Performance Indicators to develop and implement a tutoring program that targets all students' weaknesses.	Administrators, Reading Coaches, Reading and Language Arts Teachers	08/20/07	06/01/08	Other/ Not Applicable	0
Implement FCAT Explorer to improve all students' reading comprehension.	Administrators, Reading Dept. Chair	09/11/07	4/6/2008	Other/ Not Applicable	0
Utilize EduSoft to collect data and determine areas for improvement for all students.	Administrators, Reading Coaches, Teachers	8/20/2007	06/01/08	Other/ Not Applicable	0
Utilize FCAT Reading Coach book to improve all students reading comprehension.	Administrators, Reading Coaches, Reading Teachers, Language Arts Teachers	08/20/07	06/01/08	Other/ Not Applicable	0
Utilize the CIM process to gather and review data and to differentiate instruction for all students in all courses to refocus instruction based on areas of weakness.	Administrators, Teachers, Reading Coaches	8/20/2007	06/01/08	Other/ Not Applicable	0
Continue the use of the Comprehensive Researched-based reading Plan in all courses for all students.	Administrators, Teachers, Reading Coaches	08/20/07	06/01/08	Other/ Not Applicable	0
Develop a school wide instructional calendar with pacing guides with a focus on reading.	Administrators, APC and Reading Dept. Chair	08/20/07	06/01/08	Other/ Not Applicable	0
Provide Saturday School tutoring for all students in areas of weaknesses through differentiated instruction based on benchmark assessments.	Administrators	10/06/07	03/08/08	Other/ Not Applicable	40000

Research-Based Programs

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

Professional Development

1. Snapshot training
2. Professional Learning Communities training
3. CRISS training
4. Differentiated Instructions
5. District and Regional Center II training
6. SPI training
7. Data Analysis training
8. Students' Learning Styles
9. Continuous Improvement Model
10. Reading Plus training

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Improve mathematics performance for all students.

Needs Assessment

Results of the March 2007 FCAT Mathematics Test indicate that 38 percent of the student population scored at or above FCAT Level 3. Fifty-eight percent of the students made learning gains on 2007 FCAT administration. Sixty-nine percent of the lowest quartile made progress. The total six grade population proved strongest in the areas of Data Analysis, Geometry and Number Sense at 44 percent correct, followed by Measurement at 33 percent correct, meeting district standards. The weakest area demonstrated was in Algebraic Thinking at 38 percent meeting district standards. The total seven grade population proved strongest in the areas of Algebraic Thinking, Data Analysis and Number Sense at 44 percent correct, followed by Geometry at 38 percent correct. The weakest area demonstrated was in Measurement at 33 percent correct. The total eight population proved strongest in the areas of Measurement and Number Sense both at 42 percent correct, followed by Data Analysis and Geometry both at 33 percent correct. The weakest area demonstrated was in Algebraic Thinking at 25 percent correct. When Adequate Progress of established subgroups is analyzed, the Black(34 percent), Economically Disadvantaged (35 percent), Limited English Proficiency and Students with Disabilities(NA) and Hispanic(NA) did not achieve the standards established by the state according to the No Child Left Behind Act (56 percent at or above grade level).

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students in grades 6-8 scoring at level 3 or higher in reading will be increased from 38 percent in 2007 to 62 percent on the 2008 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Black students scoring at level 3 or higher in mathematics will be increased from 34 percent in 2007 to 62 percent on the 2008 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, the percentage of Economically Disadvantaged students scoring at level 3 or higher in mathematics will be increased from 35 percent in 2007 to 62 percent on the 2008 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students scoring at level 3 or higher in mathematics will be increased from 48 percent in 2006 to 62 percent on the 2008 administration of the FCAT mathematics test. Students in this subgroup are less than 30t or the data are not applicable for 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate paraprofessional assistance and increase the number of inclusion and mainstreamed classes for Students with Disabilities.	Administrators, Teachers, Paraprofessionals	08/20/07	06/02/08	Other/ Not Applicable	0
Implement the coaching model to monitor curriculum implementation focusing on activities geared toward identified weak strands.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Increase the number of students in Advanced Mathematics Courses by identifying all students scoring FCAT Level 3 or higher to enrich and further develop students at mastery.	Administrators, Teachers, Counselors	08/20/07	06/02/08	Other/ Not Applicable	0
Provide intensive mathematics classes for FCAT Levels 1 and 2 students during the extended school day.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Pilot the Algebraic Thinking course to target FCAT Levels 1 and 2 students.	Administrators, Math Teachers	8/20/07	5/1/08	Other/ Not Applicable	0
Extend school day to include remedial mathematics class.	Administrators	08/20/07	06/02/08	Other/ Not Applicable	0
Provide a variety of teaching strategies to address all learning styles that will include CRISS, technology, and hands-on manipulatives for all students.	Administrators, Teachers, Reading Coaches	08/20/07	06/02/08	Other/ Not Applicable	0
Implement FCAT Explorer and RiverDeep to improve all students' mathematics skills..	Administrators, Mathematics Teachers	9/18/07	06/02/08	Other/ Not Applicable	0
Utilize Student Performance Indicators to develop and implement a tutoring program that targets all students' weaknesses.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Provide Saturday Academy for all students in grades 6-8 to improve performance on selected annually assessed benchmarks.	Administrators, Math Teachers	10/6/07	3/08/08	Other/ Not Applicable	0
Conduct teacher-student-parent FCAT Chats to review all students' performances on 2006 FCAT.	Administrators, Math Teachers	9/18/07	6/02/08	Other/ Not Applicable	0
Provide all students with Student Performance Profile to promote self-awareness of previous test results.	Administrators, Math Teachers	9/18/07	5/9/08	Other/ Not Applicable	0

Research-Based Programs

Glencoe textbook series, Algebraic Thinking Curriculum,

Professional Development



School Improvement Plan 2007-2008



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

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

1. District-generated interim assessments
2. Tutorial programs' student attendance
3. FCAT Explorer
4. Teacher-authored assessments
5. 2007 FCAT Mathematics test
6. Benchmark assessments

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 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

Improve eighth grade writing performance for all students.

Needs Assessment

Results of the FCAT Florida Writing+ Test indicated that 85 percent of eighth grade students scored at the state's mastery level of 3.5 or higher. Sixty-two of the eighth grade students scored at 4.0 or above. Twenty-two percent scored below the state mastery level. Eighth grade students who were tested achieved a combined mean score of 3.9. When compared to the 2007 administration, the scores decreased by 3 percentage point. The eighth grade students with the expository prompt of the FCAT Writing+ Test scored at 3.8, thereby remaining the same as in 2006. The students with the persuasive prompt scored a mean score of 3.9, given a one point increase in the mean score from 2006. This indicates a need to improve students' performance in writing.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze data to drive instruction of all students on a continuous basis throughout the school year	Administrators	08/09/07	06/02/07	Other/ Not Applicable	0
Administer quarterly writing assessments through the Learning Express writing program to all students.	Administrators, All Language Arts Teachers	10/2/07	4/9/08	Other/ Not Applicable	0
Implement the use of writing across the curriculum for all students.	Administrators, All Teachers	8/20/07	06/01/08	Other/ Not Applicable	0
Develop writing portfolios in language arts classes for all students	Administrators, Language Arts Teachers	10/2/07	05/23/08	Other/ Not Applicable	0
Develop a writing academy for eighth-graders in order to improve their writing skills for all students.	Administrators, Language Arts Department Chairperson	10/2/07	6/2/08	Other/ Not Applicable	0
Develop a school wide instructional calendar with focus on the writing (Sunshine State Standards).	Administrators, Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Utilize CRISS (Creating Independence through Student-owned Strategies) to improve students' reading comprehension.	Administrators, Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Provide Saturday Academy for all students in grade 8 to improve performance in writing.	Administrators, Teachers	10/6/07	3/08/08	Other/ Not Applicable	0
Provide Professional Development on the FLDOE writing rubric scoring system. Teachers will also be trained on the 6 Traits of Writing rubric	Administrators, All Teachers	10/6/07	06/01/08	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

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

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

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

Science Statement

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

Needs Assessment

Results of the March 2007 FCAT Science Test Administration of the FCAT reflect that 20 percent of students have met high standards. Eighth grade students need improvement in the areas of Scientific Thinking and Physical and Chemical as evidenced by 45 percent respectively. This year concerted effort in these areas should result in an increase in student achievement in science.

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students in grade 8 scoring at level 3 or higher in science will be increased from 20 percent in 2007 to 45 percent on the 2008 administration of the FCAT science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase scientific-based inquiry activities for all students through bi-weekly science investigation.	Administrators, Science Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Implement classroom activities and project-based learning that promotes an inquiry approach to science for all students.	Administrators, Science Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Administer bi-weekly teacher-authored assessments based on the science benchmarks.	Administrators, Science Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Administer quarterly assessments to all students	Administrators, Science Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Integrate CRISS strategies throughout science instruction.	Administrators, Science Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Monitor classroom instruction through lesson plans and classroom walkthroughs.	Administrators, School Improvement Zone (SIZ) Curriculum Support Specialist	8/20/07	06/02/08	Other/ Not Applicable	0
Implement technology-based learning through projects for all students.	Administrators, Science Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Conduct teacher-student-parent FCAT Chats to review all students' performances on 2006 FCAT.	Administrators, Science Teachers	9/18/07	6/2/08	Other/ Not Applicable	0
Provide all students with Student Performance Profile to promote self-awareness of previous test results.	Administrators, Science Teachers	9/4/07	3/7/08	Other/ Not Applicable	0
Align pacing guide across grade levels to ensure coverage and mastery of Sunshine State Standards benchmarks in science through Mastering FCAT workbooks.	Administrators, Science Teachers	8/20/07	06/02/08	Other/ Not Applicable	0
Conduct staff development workshops to promote the teaching of science process skills.	Administrators, Department Chair	09/13/07	06/01/08	Other/ Not Applicable	0
Analyze data generated by EDUSOFT to drive the instruction.	Administrators, Science Teachers	10/8/07	06/02/08	Other/ Not Applicable	0
Provide Saturday Academy for all students in grade 6-8 to improve performance on selected annually assessed benchmarks.	Administrators, Science Teachers	10/6/07	3/8/08	Other/ Not Applicable	0
Conduct Saturday science workshop for all students and parents to ensure student understanding of requirements and to make science fair projects competitive.	Administrators, Science Teachers	11/03/07	6/02/08	Other/ Not Applicable	0
Conduct Science Night (Exhibits) to display students' science projects and to celebrate students' success.	Administrators, Science Teachers	1/16/08	1/16/08	Other/ Not Applicable	0
Utilize differentiated instructions with all students.	Science Teachers	8 /20/07	05/30/08	Continuous Improvement Model	

Research-Based Programs

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

Professional Development



School Improvement Plan 2007-2008



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

Evaluation

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

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 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

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

Needs Assessment

An analysis of the data from the 2006-2007 Parental Involvement rosters indicates that 1359 parents participated in Parental Involvement Activities. Although parents do attend parent/teacher conferences and entertainment activities, there is apathy in parents' participation in academic events. The level of involvement of parents will need to be well-planned and highly focused on the awareness of high academic achievement standards such as the FCAT data and how it affects our students in order to generate increased participation and support. In addition, administrators and counselors will be contacting parents to advise them of their children's academic progress as warranted.

Measurable Objective

Based on the need to establish and maintain a strong home-school connection, in order to facilitate student academic achievement, at least 200 more parents will attend school sponsored activities in the 2007-2008 school year, as evidenced by parent attendance logs at school functions.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parental usage of electronic mail communication with teachers, including the electronic grade book system.	Administrators, Teachers, Social Worker, CIS	08/20/07	06/02/08	Other/ Not Applicable	0
Schedule parent workshops at different days and times, that will provide parents with strategies to support student achievement.	Administrators, Reading Coaches, Media Specialist, Community Involvement Specialist, PTSA	08/20/07	06/02/08	Other/ Not Applicable	0
Encourage parents' active participation in decision-making groups/activities such as the PTA/PTSA, EESAC, Title 1 PAC/DAC, and IEP meetings.	Administrators, Teachers, Social Worker, Community Involvement Specialist	08/20/07	06/02/08	Other/ Not Applicable	0
Provide and maintain a parent Resource Center with instructional material and activities that support student learning and achievement.	Administrators, Community Involvement Specialist, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Develop incentive program to increase parent attendance at various activities in an effort to improve student achievement.	Administrators, Team Leaders, Career Specialist, Social Worker, Reading Coaches, CIS	08/20/07	06/02/08	Other/ Not Applicable	0
Increase communication with parents utilizing the Parent Survey during parent/teacher conferences and the monthly calendar of activities.	Administrators, Team Leaders, Community Involvement Specialist, Social Worker	08/27/07	06/02/08	Other/ Not Applicable	0
Schedule and conduct Parent activities including numerous parent nights, Open House, "Family Night of Fun", and Science Project Implementation Parent Day.	Administrators, Reading Coaches, Reading Teachers, Community Involvement Specialist, Social Worker, Science Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Increase communication with parents utilizing the Connect-Ed Communication System.	Administrators	8/20/07	6/11/08	Other/ Not Applicable	

Research-Based Programs

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

Professional Development

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

Evaluation

Parental Involvement attendance roster will be used to evaluate parental involvement of 200 or more parents for the 2007-2008 school year such as: Workshop attendance rosters, School visitation rosters, Community Involvement Specialist Records, PTSA meetings attendance rosters, and EESAC meetings attendance 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>

Discipline & Safety Statement

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

Needs Assessment

A review of the Student Case Management System and the School's Incident Report for 2006-2007 indicate that there is a need to decrease the outdoor suspension rate by three percent from 30 percent to 27 percent, while utilizing alternative disciplinary action, and to decrease the number of safety-related incidents by three percent.

Measurable Objective

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will be decreased from 30 percent in 2006-2007 to 27 percent as compared to the (CMF)Case Management Forms in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase security personnel throughout school.	Administrators, Teachers	8/20/07	6/2/08	Other/ Not Applicable	0
Implement reduction of suspension program through alternative strategies.	Administrators, Teachers	8/20/07	6/02/08	Other/ Not Applicable	0
Schedule school-wide grade level discipline orientations to review the Code of Student Conduct handbook.	Administrators	08/20/07	06/02/08	Other/ Not Applicable	0
Implement a positive behavior incentive program for uniforms, attendance and identification badges.	Administrators, Teachers, Counselors, Trust Counselor	08/07/06	06/01/07	Other/ Not Applicable	0
Establish a discipline committee to implement, monitor and evaluate the efficacy of the school-wide discipline plan.	Administrators, Staff Members, Trust Counselor	08/20/07	06/02/08	Other/ Not Applicable	0
Utilize a Student Behavior Contract to ensure modification of behavior.	Administrators, Trust Counselor, Teachers, Students, Parents	08/20/07	06/02/08	Other/ Not Applicable	0
Utilize close circuit television to monitor student behavior.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
COntinue peer mediation for students that will address conflict issues.	Administrators, Counselors, School Social Worker	08/20/07	06/02/08	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

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

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 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

Norland Middle School will integrate technology in all curricular areas.

Needs Assessment

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

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of educational software as evidenced by a five percent increase of student usage during the 2007-2008 school year as compared to the 2006-2007 school year through the usage reports of Read 180, Reading Plus, Accelerated Reader, Bridges to Algebra, and FCAT Explorer along with classroom rosters of students completing computer-based projects.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase enrollment in technology courses.	Administrators, Counselors	08/20/07	06/02/08	Other/ Not Applicable	0
Develop project-based technology assignments.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Utilize software applications to complete content-based assignments.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Integrate the use of the Internet through use of FCAT explorer.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Acquire additional software that supports learning for all students.	Administrators, teachers,	8/20/07	06/02/08	Other/ Not Applicable	0
Set up new computer lab to support technology integration.	Administrators, Technology Coordinator	8/20/07	06/02/08	Other/ Not Applicable	0
Utilize SMART board technology in classrooms.	Administrators, Teachers	8/20/07	06/02/08	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

1. District and Regional Center II technology training for teachers to ensure comfort level for technology implementation
2. READ 180 training for teachers to develop program
3. Reading Plus training for teachers to develop program
4. Classroom, Inc. training
5. SMART Board training for teachers to implement activities in the classroom.
6. Electronic Gradebook training for teachers new to education and for teacher who need a refresher course

Evaluation

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

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

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

Health & Physical Fitness Statement

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

Needs Assessment

The FITNESSGRAM Report indicates that there is a need to promote healthy behaviors and increased education on physical fitness and wellness so that 96 percent of the students who are tested earn Gold and Silver awards on the physical fitness test, as compared to 95 percent in 2006-2007.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 96 percent of the student population in grades six through eight will improve their physical fitness by receiving a Gold or Silver Award on the 2007-2008 FITNESSGRAM results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parental involvement in students' health and nutrition.	Administrators, Teachers, Parents	08/20/07	06/02/08	Other/ Not Applicable	0
Schedule a school-wide Field Day.	Administrators, Physical Education Teachers	04/07/07	04/11/08	Other/ Not Applicable	0
Enroll students in a physical education class.	Administrators, Counselors	08/20/07	05/30/08	Other/ Not Applicable	0
Provide instruction on healthy eating habits and nutrition to improve physical fitness.	Administrators, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0
Promote school-wide fitness and nutrition through extracurricular activities such as track and field, basketball, and dance.	Administrators, Teachers, Counselors	08/20/07	06/02/08	Other/ Not Applicable	0
Provide hearing and vision screenings for sixth grade students and body mass index screening for all students through HealthConnect.	Administrators, Comprehensive Health Services, Science Teachers, Counselors	08/20/07	12/18/08	Other/ Not Applicable	0

Research-Based Programs

Professional Development

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

Evaluation

The evaluation component will include the results from the FITNESSGRAM test for the year 2007-2008.

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 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"/>

Electives & Special Areas Statement

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

Needs Assessment

A review of the current curricular trends indicates that the electives program enrollment is decreased due to more children not achieving state requirements on the FCAT. Fewer children are enrolled in elective classes which translates to more children whose schedules allow time for intensive classes.

There is a need to change this trend and increase enrollment in elective courses by two percent. The student enrollment in elective classes has increased to (2139) total seats in 2007-2008 as compared to the 2006-2007 (2595) school year.

Measurable Objective

The number of students participating in extra and co-curricular activities will increase by five percent for the 2007-2008 school year as compared to data derived from the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Solicit student input on future elective offerings for the extended day program.	Administrators, Counselors	03/03/07	04/11/08	Other/ Not Applicable	0
Provide additional support for students in intensive classes, e.g. Saturday Academy, so that there is an opportunity for them to participate in the elective offerings.	Administrators, Counselors, Teachers, Parents	10/06/07	03/26/08	Other/ Not Applicable	0
Provide a wider variety of course offerings in the extended day program through visual arts and performing arts.	Administrators, Teachers, Counselors	08/20/07	10/12/07	Other/ Not Applicable	0
Increase membership in all extra curricular activities such as SECME (Science, Engineering Communication, Mathematics Enhancement Program), FEA (Future Educators Of America), Journalism, Drama, Band, Chorus, Cheerleading and National Honor Society.	Administrators, Counselors, Teachers	08/20/07	06/02/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

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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District Strategic Plan

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

Return On Investment Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with district personnel to explore the most effective use of resources.	Administrators, EESAC	09/19/07	05/21/08	Other/ Not Applicable	0
Research and utilize information on financial resources relative to school programs.	Administrators, EESAC	08/20/07	04/28/08	Other/ Not Applicable	0
Continue school site support of community based organizations.	Administrators	08/20/07	06/02/08	Other/ Not Applicable	0
Build a stronger community and private funding resource base.	Administrators, Career Specialist, CIS, EESAC, PTSA	08/20/07	06/02/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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 has recommended that funds be directed to various departments and teams to provide materials and equipment to enhance instruction. The ESSAC has also recommended that funds be directed to the continuation and expansion of the Saturday Academy

Training:

The EESAC has recommended that all teachers be trained in in reading strategies and the infusion of technology into the curriculum.

Instructional Materials:

The ESSAC has recommended that funds be directed to various departments and teams to provide materials and equipment to enhance instruction. EESAC supports the school by allocating funds for instructional materials in each department, specifically reading, language arts(writing, mathematics, and science skills process.

Technology:

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

Staffing:

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

Student Support Services:

The EESAC has recommended continuation of the outside counseling agencies the opportunity to counsel and provide guidance for our students and tutoring services that are housed at our school.

Other Matters of Resource Allocation:

The EESAC is presently satisfied with the allocation of resources.

Benchmarking:

The EESAC has recommended continuation of the FCAT simulation assessment practice strategies and the district required assessments that we presently have in place. The EESAC has also recommended the continuation of across the curriculum school site benchmark assessments.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC members assisted in the formulation and implementation of a the school-wide discipline plan which includes identification badges. The EESAC has recommended continuation of the School-wide Discipline Plan. The EESAC also recommends the use of the surveillance cameras.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	40000
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	40000



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