

SCHOOL IMPROVEMENT PLAN 2007 - 2008

North Miami Middle School (6631)

Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Michael Lewis

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

North Miami Middle School is a comprehensive middle school built on a 3.9-acre campus located in North Miami. The community that the school serves is comprised of people predominantly of Haitian descent and can be classified as a low socioeconomic and disadvantaged area, with the majority of its residents residing in rental properties. Among the unique aspects of our school are the diversity of the staff, including ethnicity, background, and experiences. There is a strong sense of family values in the school. For many students, the most stable part of their day is the time spent with staff and students at North Miami Middle. Our staff is extremely tech savvy and utilizes technology as a teaching and learning tool. North Miami Middle School has identified several issues that challenge student learning and achievement. Among those issues most prevalent are high mobility rates, a large English Language Learners (ELL) population, and high percentages of our students reading below state standard expectations. The majority of our students come from families where English is not spoken and parent literacy is minimal. This trend severely limits the amount of assistance parents can provide at home. Additionally, visits to the home by the school social worker, as well as the Community Involvement Specialist, indicate that long working hours preclude parents from spending quality time with their children. Lack of parental input has made it difficult for our students to be organized, manage time effectively, and for staff to convince the students that home learning and reading are essential to their future success. While the majority of our students speak English, they are limited in vocabulary and reading readiness. Our students are limited in their exposure to cultural and social experiences outside of their immediate community and the need for support is evident in multicultural understanding. The need for academic improvement and individualized instruction has been clearly defined by the data presented on the 2007 Florida Comprehensive Assessment Test. Our attendance rate is 94.99% slightly above the district average of 94.96%. Our student to teacher ratio in core academic classes meets the Florida state requirement for class size reduction at 22:1. The current population is composed of 901 students, a decrease in enrollment by 20%, comprised of 85% Black-Non Hispanic, 8% Hispanic, 1% Asian/Indian, 1% Multi-racial, and 1% White Non-Hispanic. The students enrolled in our school come from diverse backgrounds and many have special needs. There are 50 classroom teachers, six SPED teachers, three guidance counselors, a TRUST Specialist, a Career Specialist, two Reading Coaches, a Mathematics Leader, and seven paraprofessionals. There are four administrators, one principal, and three assistant principals who supervise all school activities and functions. The instructional staff consists of 33% male and 67% female. Thirty-three percent of the staff have Master's Degrees and 11% have Specialist or PhD Degrees. The ethnic/racial makeup is 30% White Non-Hispanic, 51% Black Non-Hispanic, 13% Hispanic, and 6% Asian. North Miami Middle School provides additional opportunities to enhance student achievement. These include an after-school tutorial program emphasizing intensive instruction in math and reading, in addition to an early-bird and after school PLATO course recovery program. SPED students will learn along-side their peers through an inclusion program across all grade levels and exceptionalities. Several research-based programs including CRISS, Read 180, Reading Plus, Elements of Literature, Bridges to Literature, Quick Reads, Making Words, Making Big Words, Direct Instruction, Differentiated Instruction, Reciprocal Teaching, School Wide Read Aloud, Compass Learning, the Accelerated Reader program, Plato Course Recovery Program, RiverDeep, GIZMOS, Brainchild, and FCAT Explorer will be implemented to assist students in making maximum progress. The School Accountability Report revealed that 33% of the student population met High Standards in Reading, 37% in Mathematics, 83% in Writing, and 9% in Science. Forty-nine percent of the student population made learning gains in Reading, 60% in Mathematics, and 65% of the lowest 25% made adequate progress in Reading and Mathematics respectively on the 2007 Florida Comprehensive Assessment Test. The 2006-2007 Adequate Yearly Progress Report, indicated that although AYP was not achieved, students in all subgroups are continuing to make great strides scoring at or above grade level in Reading, Writing, and Mathematics. The report indicated that 28% of the Black students scored at or above grade level, 39% of Hispanic students scored at or above grade level in Reading, 29% of Economically Disadvantaged students scored at or above grade level in Reading, 10% of English Language Learners scored at or above grade level in Reading, Mathematic scores indicated that students in the following sub-groups scored at or above grade level; 31% of Black students, 42% Hispanic, 33% Economically Disadvantaged, and 13% English Language Learners scored at or above grade level. North Miami Middle School is part of a six school feeder pattern with four elementary schools, one middle school and one high school. All of the schools are Title 1 schools. Among our school's achievements are the acquisition of grant funding. We have received various grants in the last two years, including Title 1, GTECH After School Advantage Grant, All Students All Schools Inclusion Grant, many Citibank Mini Grants, and a multitude of other small grants. These grants, not including Title 1, estimate roughly \$65,000.00 being awarded to our school.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration on the FCAT Mathematics Assessment.

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Given instruction based on the Sunshine State Standards, English Language Learners will improve their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in the eighth grade will increase their writing performance to 84% as evidenced by students achieving 3.5 on the 2008 administration of the FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 34% achieving Level 3 or higher on the 2007 FCAT Science Assessment.

Given school-wide emphasis on parental involvement in the education of our students and a 25% decrease in enrollment, our goal is to have 500 parents participating in at least one school activity as evidenced by sign-in logs.

Given the Code of Student Conduct, the number of suspensions issued to students at North Miami Middle School during the 2007-2008 school year will show a 5% decrease as compared to the numbers of suspensions issued during the 2006-2007 school year.

Given instruction based on computer literacy standards, North Miami Middle School will increase teacher usage of technology by 25 percentage points as evidenced by teacher usage during 2007-2008 as compared to 2006-2007.

Given emphasis on the benefits of eating nutritious meals throughout the day, the number of students eating breakfast will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on the benefits of Career Education, the number of students participating in a Career Education course will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

North Miami Middle School will improve its ranking on the State of Florida ROI Index publication from the 54th percentile in 2005 to the 55th percentile on the next publication of the index.

The results of the 2006 Organizational Performance Improvement Snapshot, indicated that stake holders are generally satisfied with the leadership, measurement, analysis, and knowledge management, customer and market focus. Additional effort needs to be applied to disseminating financial information to all stakeholders.



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.

6631 - NORTH MIAMI MIDDLE SCHOOL

VISION

The vision of North Miami Middle School provides students with a learning environment that fosters academic growth, increases awareness of values common to all cultures and nurtures self-esteem. In an effort to improve academic achievement and promote life long contributions to an ever-changing global economy, the school will cultivate partnerships with local businesses and post-secondary institutions to assist our students in making appropriate choices in a confusing and tumultuous world.

MISSION

The mission of North Miami Middle School is to provide a safe and effective learning environment that promotes the educational and career opportunities for all students while meeting the needs of our multicultural community and emphasizing career exploration, workforce skills, self-esteem, self-discipline, interpersonal skills, and personal values. The faculty, staff, and students of North Miami Middle School are dedicated to excellence and achievement of our goals.

CORE VALUES

North Miami Middle School believes that every student should be encouraged to achieve his/her highest potential and that it is our responsibility as a school community to provide the tools and resources necessary to achieve this goal. As a school, we serve as a model for the tradition and values of American culture while fostering respect for all people. Our driving force is to increase student achievement in reading, writing, mathematics, and science, allowing our students the opportunity to be competitive in the world of work.

School Demographics

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School Foundation

Leadership:

The faculty and staff of North Miami Middle School believe that the leadership has conveyed the mission and vision of the school in a clear manner and that the message is shared universally throughout the building. This category received the highest ranking (4.3) on the Organizational Performance Improvement Snapshot (OPIS) completed in September 2006. A positive work environment has been created by the leadership team and faculty members feel well-guided and informed about decisions that are made school wide and by the district. Additionally, they believe that the professional and personal growth of the faculty is valued and that opportunities are provided to promote this growth.

District Strategic Planning Alignment:

District Strategic Alignment produced an average score of 4.0. North Miami Middle School's goals and objectives align with the District's Strategic Plan by focusing on student achievement, parental and community involvement, professional growth, discipline for all students, a reduction in the number of indoor and outdoor suspensions, the incorporation of business practices at the school site, the recruitment and retention of highly qualified personnel, and the inclusion of students with disabilities in general education classrooms.

Stakeholder Engagement:

The average score regarding Customer and Market Focus was 4.2. North Miami Middle School strives to meet the needs of all stakeholders. This includes students, parents, staff members, and community members. The faculty and staff believe that this goal continues to accommodate the needs of all involved. The EESAC serves as a guiding force in implementing and monitoring change within the school building. Additionally, it serves as a pulse for the needs of all stakeholders.

Faculty & Staff:

The average score regarding Human Resource Focus was 4.0 on the OPIS. To encourage staff members to work as a cooperative unit, faculty team building exercises are implemented systematically on both a departmental and facility-wide level. These results indicated that the faculty works cohesively as team to promote student achievement and the professional growth of the educational family. A professional development program has been implemented in the building to provide on site professional development opportunities for all staff, therefore, fostering a nurturing, atmosphere for self-improvement. The ultimate intention of this program is to retain highly qualified teachers and promote student achievement. Additionally, both a school-site teacher-mentoring and induction program, and a buddy teacher program have been infused into our professional development program to help motivate new teachers and provide them with the support and guidance of veteran teachers. In addition, support systems have been implemented to provide experienced teachers with resources to facilitate instruction and professional growth.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Snapshot (OPIS), North Miami Middle School rated measurement, analysis, knowledge management with a score of 4.2. North Miami Middle School implements the Eight Step Continuous Improvement Model to drive data driven instruction for the promotion of student achievement. In an effort to truly understand the needs of each child, we implement pre-, mid-, and post- testing, bi-weekly exams, quarterly assessments, informal site-based testing, and other District provided assessments. The faculty and staff feel confident in their ability to use the results of the data and meet the needs of the student population. Teachers feel empowered to motivate their students, using data evaluation as a method of individualizing instruction.

Education Design:



School Improvement Plan

2007-2008



North Miami Middle School provides before, during and after school tutorial programs, along with extracurricular programs to motivate at-risk students and encourage them to stay in school and achieve at their full potential. Additionally, course recovery opportunities are provided for all students in grade seven and eight, before and after school. Sixth grade students participate in a pull out program focusing on phonics and phonemic development using hands-on manipulatives, and strategies to help improve comprehension and fluency skills. Students who are on the cusp of greater Academic Achievement receive additional remediation and instruction through a critical thinking class, participation in the Reading Plus program, and select tutorial programs. Students enrolled in gifted and Advanced Academic courses may participate in language arts, math, social studies, science and select enrichment courses. High performing students are actively sought to participate in these programs from within our school and the surrounding elementary schools.

Performance Results:

The average score delineating the processes that drive the function of the school was 4.0. North Miami Middle School has implemented a school-wide discipline initiative to reduce the number of outdoor and indoor suspensions while keeping students actively involved in the educational program. The intention of this five step discipline plan is to remove barriers from instruction and achievement while simultaneously providing a structured progressive discipline model. In addition, Snapshot results have identified a need for improvement in the dissemination of the school's financial status to all stakeholders. Therefore, the Educational Excellence School Advisory Council has asked that this information is provided to all stakeholders.

Schools Graded 'C' or Below

Professional Development:

North Miami Middle School has implemented the following professional development activities for faculty and staff provided by administrators, professional development liaison, reading leaders, math coaches, as well as, Region, District and State support personnel. They will implement a weekly professional development program during the morning planning hours to support the instructional needs of the staff. Additionally, professional development will be held quarterly through early release days, monthly through faculty meetings and daily through Region and District sessions. The MINT program, Mentoring, Induction, New Teacher Program will be implemented to assist and guide new staff with strategies to increase student achievement. CRISS, Reciprocal Teaching, Using Task Cards, inclusion, co-teaching, best practices, Using Reading and Writing Across the Curriculum, and Everyone is a Reading Teacher will be introduced to promote student literacy and reading and writing across the curriculum. The Continuous Improvement Model and Plan-Do-Study Act Model will also be utilized to help disaggregate data and target goals for data driven instruction. A variety of technology workshops will be held to introduce staff to innovative techniques and programs that promote both technological and traditional student literacy.

Disaggregated Data :

The leadership team comprised of administrators, counselors, department chairpersons, reading and mathematics coaches, team leaders, test chairperson, the media specialist, and other support personnel disaggregates student assessment data to determine students' strengths and opportunities for improvement. Tri-weekly benchmark testing and District Interim Assessment data will be disaggregated by the leadership team and individual teachers to drill down and drive differentiated instruction for individual students. Students performing at or above grade level are encouraged to enroll in advanced academic and/or gifted courses to prepare them for post secondary education. Students performing below grade level are scheduled into remedial mathematics and reading courses to afford them the opportunity for additional instructional in their areas of academic weakness. Students who require additional instructional time will participate in small group pull-out tutoring in Reading, Mathematics, and Science. Before, after, and Saturday school tutoring will be provided for all students who seek additional academic support.

Informal and Formal Assessments:

North Miami Middle School will utilize teacher made tests, student portfolios, in-house bi-weekly benchmark testing, and District Interim assessments to assess student mastery of course material. Additionally, pre, mid, and post test assessments will be administered for baseline data and progress monitoring. Following these assessments, we will implement the "Unwrapping the Benchmarks" model to drive remediation and instruction.

Alternative Instructional Delivery Methods :

North Miami Middle utilizes instructional delivery methods to ensure academic achievement of all students. Cooperative learning, group work, multi-media presentations, guest speakers, educational field trips, motivational assemblies, research based software programs, Accelerated Reader, web-based instructional programs, differentiated instruction, reading and writing across the curriculum, hands-on inquiry based learning, and project based learning are some of the innovative strategies that address the variety of learner needs. The use of the media center and computer labs also supports the traditional learning model.

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

The following are the locations where each guiding principle of Secondary School Redesign can found:
 Different Innovative Approaches to Instruction – Reading, Mathematics, and Science goals
 Responsibility of Teaching Reading for Every Teacher – Professional Development section of School Graded C or Below
 Quality Professional Development for Teachers and Leaders – Professional Development section of Schools Graded C or Below
 Small Learning Communities – School Wide Improvement Model
 Intensive Intervention in Reading and Mathematics – Reading and Mathematics goals
 Course Choice Based on Student Goals/Interests/Talent – Disaggregated Data section of Schools Graded C or Below
 Master Schedule Based on Students Needs – Disaggregated Data section of School Graded C or Below
 Parental Access and Support – Parental Goals and also NCLB Parental Choice
 Applied and Integrate Courses - School Wide Improvement Model
 Academic and Career Planning – School Wide Improvement Model

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

North Miami Middle School will provide the tools necessary for all students to comprehend the written word and realize the importance of reading in improving the quality of life.

Needs Assessment

The results of the March 2007 FCAT Reading Test indicate that 33% of the student population met high standards in reading. Forty-nine percent of the students achieved learning gains. Sixty-five percent of the lowest quartile made adequate progress a decline of 11% when compared to 76% in 2006. Overall, 44% of seventh grade students scored FCAT level three or above. While students in grade sixth and eighth had minimal gains at Level 3 or above. The weakest cluster school-wide was Reference and Research at 46% of the total student population showing mastery. When Adequate Yearly Progress (AYP) of established subgroups is analyzed, 71% of the school population is reading below grade level. Students in all AYP sub-groups did not achieve the standards established by the State according to the No Child Left Behind Act .

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 checked="" 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, students in grades six through eight will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58% scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in all subgroups in grades 6 through 8 who scored at FCAT achievement Levels 1 and 2 and schedule them in Intensive Reading and Intensive Reading Plus classes.	Reading Coaches, Reading Department Chairperson, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide a daily pull-out tutorial program focusing on phonemic and phonological awareness for students using tri-weekly exams as an evaluation tool to measure progress.	Assistant Principal for Curriculum, Reading Coaches, Paraprofessionals	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide Intensive Reading classes with differentiated instruction using learning centers focusing on specific students' needs.	Reading Coaches, Reading Department Chairperson, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Assess students in the lowest quartile of the lowest quartile with the Diagnostic Assessment in Reading (DAR) to ensure appropriate instruction focus during differentiated instruction and small group pull-out tutoring.	Reading Coaches, Reading Department Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	0
Identify bubble students in grades 6 through 8 who scored at FCAT achievement Level 3 and above and enroll them in a Critical Thinking class.	Assistant Principal for Curriculum, Reading Coaches, Reading Department Chairperson	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Expose advanced and gifted students to above grade-level reading material (e.g. classic novels, high school and college-level poetry, published essays) so as to increase levels of reading comprehension and to increase students' interests in more sophisticated texts.	Gifted Language Arts Teacher, Advanced Language Arts Teachers, Reading Coach, Media Specialist, Reading Leader	08/20/07	06/05/08	Advanced Academics	0
Increase percentage of Students with Disabilities who are included in general education through the Inclusion Program.	Reading Coaches, Reading Department Chairperson, Reading Teachers, SPED Department Chairperson, SPED Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Provide daily small group instruction to ELL students through the Home Language Assistance Program.	HLAP Paraprofessionals, ELL Teachers, Reading Coaches, Reading Department Chairperson	08/20/07	06/05/08	Diversity & Educational Equity	0
Provide at-risk students an opportunity to participate in advanced courses by implementing AVID.	AVID Elective Teacher	08/20/07	06/05/08	District-wide Literacy Plan	0

“Unwrap” benchmarks with faculty to review strengths and weaknesses of given assessments to provide strategies for consistent school-wide reading instruction, regardless of discipline.	Administration, Reading Coaches, Math Leader, Language Arts Department Chairperson, Science Department Chairperson, Social Science Department Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	0
Facilitate professional development for faculty to ensure reading across the curriculum.	Reading Coach, Professional Development Liasion, Reading Department Chairperson	08/20/07	06/05/08	Continuous Improvement Model	0
Implement reading across the curriculum to provide additional reading practice for all students.	Reading Coaches, All Department Chairpersons	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize instructional focus calendars to ensure all reading teachers have tools to focus on specific skills to improve student achievement.	Reading Coaches, Reading Department Chairperson, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Conduct monthly Language Literacy Team meetings to review tri-weekly and monthly data and revise instructional focus calendars to meet the needs of students.	Administration, Language Literacy Team	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement the Accelerated Program as a motivational tool to increase student achievement in reading.	Media Specialist, Reading Coaches, Administration	08/20/07	06/05/08	District-wide Literacy Plan	0
Authentic literature and novels will be included in classroom libraries and will be utilized weekly during a daily 30 minute school wide reading session.	Reading Coaches, Reading Department Chairperson, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

- *Bridges to Literature
- *Holt Rinehart Language Arts Series
- *READ 180
- *Reading Plus
- *Achieve 3000
- *COMPASS

Professional Development

- CRISS Training
- Edusoft
- Best Practices
- Reciprocal Teaching
- Q-Cards
- Constructing teacher-like questions

Evaluation

- *2008 FCAT Reading Assessment
- *In-house tri-weekly assessments
- *District Interim Assessments
- *Reports from Read 180, Accelerated Reader, and Reading Plus

Mathematics Goal

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

Florida Education Priorities

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Miami-Dade County Public Schools

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Mathematics Statement

North Miami Middle School will enhance the development of Mathematics literacy and impact student achievement for the promotion of lifelong learning to meet challenges of the 21st century.

Needs Assessment

The results of the March 2007 FCAT Mathematics Test indicate that 37% of the student population met high standards in mathematics. Sixty percent of the students achieved learning gains. Sixty-five percent of the lowest quartile made adequate progress. The total school population proved strongest in the areas of Geometry, Number Sense, and Data Analysis. The weakest areas demonstrated were Measurement and Algebraic Thinking. Overall, seventh (38%) and eighth (33%) grade students showed the greatest percentage of students scoring FCAT Level three or above. When Adequate Progress of established subgroups is analyzed, 67% of students are below grade level in mathematics. Students in all sub-groups did not achieve the standards established by the State according to the No Child Left Behind Act.

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 checked="" 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, students in grades six through eight will improve their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration on the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners will improve their mathematics skills as evidenced by 62% scoring at Level 3 or higher on the 2008 administration on the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in grade 8 who scored on FCAT Level 1 and 2 and enroll them in a mandatory Intensive Mathematics class taught by a certified teacher.	Assistant Principal for Curriculum, Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Implement the use of Personal Digital Assistants in a self-contained class, to incorporate data-driven instruction that assists in monitoring progress and identifying target areas for strengthening before the FCAT Assessment.	Assistant Principal for Curriculum, Mathematics Leader, Mathematics Department Chairperson, PDA Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Increase comprehension and understanding through peer tutoring and Reciprocal Teaching in classrooms.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide a daily mathematics tutorial program before and after school: Plato Recovery class utilizing a computer-based instruction to promote interactive student engagement.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers, PLATO Mathematics Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate critical writing skills into the mathematics program in order to address higher-order thinking skills required for short and extended response items.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide ELL students with daily assistance through the use of the Home Language Assistance Program.	Home Language Assistance Program Tutors	08/20/07	06/05/08	Continuous Improvement Model	0
Implement a school-wide District scope and sequence aligned with the Sunshine State Standards, which will include tri-weekly assessments to incorporate data-driven instruction that assists in monitoring progress and identifying target areas for strengthening before the FCAT Assessment.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Identify students in grade 6,7, and 8 who scored on FCAT Level 1 and enroll them in a mandatory Algebraic Thinking Foundation and Part I class.	Assistant Principal for Curriculum, Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Provide at-risk students an opportunity to participate in advanced courses by implementing Advancement Via Individual Determination(AVID).	AVID Teacher, Mathematics Leader, Mathematics Department Chairperson, AVID Mathematics Teacher	08/20/07	06/05/08	Advanced Academics	0
Provide a daily pull-out tutorial program focusing on weaknesses demonstrated by students on tri-weekly exams, thus making the next tri-weekly exam the evaluation tool to measure progress.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide Intensive Mathematics with differentiated instruction using centers focusing on specific students' needs.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
"Unwrap" benchmarks with mathematics and science departments to review strengths and weaknesses of given assessments to provide strategies for consistent school-wide mathematics instruction.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Facilitate professional development to mathematics and science to ensure mathematics instruction in multiple disciplines.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers, Professional Development Liasion, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement reading across the curriculum to provide additional reading practice for all students to ensure students can proficiently read and understand mathematics word problems and mathematical expressions.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize instructional focus calendars to ensure all math teachers have tools to focus on specific skills to improve student achievement.	Mathematics Leader, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Glencoe Mathematics Series
Prentice Hall Series
Algebraic Thinking Series

Professional Development

CRISS training
Technology (Riverdeep, GIZMOS, SPI, Snapshot, and Edusoft)
Graphing Calculators
Differentiated Instruction
Using Alternative Strategies and Manipulatives
Identifying Students Typically Underrepresented in Advanced Academic Courses
Modeling Mathematics Lessons Algebraic Thinking training will also be offered to specified Algebraic Thinking Teachers

Evaluation

2008 FCAT Mathematics Assessment
In-house tri-weekly assessments
District Interim Exams
Pre-, progress- and a post-tests.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

North Miami Middle School will expose students to the writing process by teaching them to incorporate focus, organization, support, and conventions into their writing, therefore increasing their abilities to communicate effectively through writing.

Needs Assessment

Results of the 2007 FCAT Writing Assessment indicate that 83% of our 8th grade students scored 3.5 or higher. Our strength lies in our students having mastered the fundamentals of essay writing: focus, organization and thesis statement. However, too few students have mastered the higher writing skills that produce more sophisticated, elaborate writing with a commanding tone. This suggests that our students write persuasive essays equally as well as they construct expository essays.

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 checked="" 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, students in the eighth grade will increase their writing performance to 84% as evidenced by students achieving 3.5 on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a tutorial pull-out program to assist 8th grade students writing below state mastery level (as evidenced by pre-writing samples).	Language Arts Department Chairperson, Writing Tutors	09/17/07	06/05/08	District-wide Literacy Plan	0
Utilize the reading-writing connection to enhance students' thought processing and levels of discourse with all aspects of writing.	Language Arts Teachers, Writing Tutor, Reading Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Use anchor papers (4, 5, & 6 scores) as teaching tools for modeling and for color-coding for essential essay components.	Language Arts Department Chairperson, Language Arts Teachers, Writing Tutors	08/20/07	06/05/08	District-wide Literacy Plan	0
Incorporate hands-on writing activities including pattern puzzles, color-coding, and sentence-building puzzles in the SPED and ELL programs to strengthen concepts of writing.	SPED Language Arts Teachers, ELL Language Arts Teachers, Language Arts Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Administer tri-weekly assessments measuring student progress in essay writing and grammar.	Reading/Writing Coaches, Language Arts Department Chairperson, Language Arts Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Model proven writing instruction by the school's Language Arts Department Chairperson in 8th grade Language Arts classes.	Language Arts Department Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	0
Eighth grade students in all subgroups will participate in an Intensive Writing course to provide additional support and additional preparation for the 2008 administration of the FCAT Writing test.	Writing Teachers, Language Arts Department Chairperson	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide at-risk students an opportunity to participate in advanced courses by implementing AVID.	AVID Teacher, AVID Language Arts Teacher	08/20/07	06/05/08	Advanced Academics	0

Research-Based Programs

Reading-Writing Connection

Professional Development

On-going workshops on 2008 FCAT Writing+
 Visual Thinking Strategies
 Hands-on Activity Training
 Collaborative Scoring Training (in conjunction with the state writing rubric)
 Using Anchor Papers

Evaluation



School Improvement Plan 2007-2008



2008 FCAT Writing+
In-house tri-weekly exams
District pre- and post tests.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

North Miami Middle School students will sharpen their science skills and improve upon their hypothetical, theoretical, and critical thinking reasoning proficiency as based on Florida's Standard Curricula.

Needs Assessment

Results of the 2007 FCAT Science Assessment indicated that of the eighth grade students tested 9% achieved mastery. The mean score showed students performed below the District average. In addition, eighth grade students tested demonstrated strength in the area of Earth/Space and weaknesses in the areas of Physical and Chemical and Scientific Thinking with a mastery Level 3 or higher. Additionally, emphasis will be placed on inquiry-based scientific skills and strategies as well as hands-on learning activities.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 34% achieving Level 3 or higher on the 2007 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct weekly laboratory hands-on activities using inquiry-based thinking/writing skills for all science classes.	Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Secondary School Reform	0
Provide all students with information about science careers and the science skills necessary for success in science as a career.	Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Secondary School Reform	0
Promote reading and writing in science by inclusion of CRISS Strategies in daily lesson plans.	Science Department Chairperson, Reading Coaches, Science Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Improve reading comprehension and critical thinking by infusing science passages in tri-weekly exams using a variety of FCAT style questions consistent with Sunshine State Standards.	Science Department Chairperson, Reading Coaches, Science Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Promote remediation support for each strand using GIZMOS, then utilizing tri-weekly exams as the evaluation and measurement tool.	Science Department Chairperson, Reading Coaches, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Implement the use of Personal Digital Assistants (PDA) in a self contained class, to incorporate data-driven instruction that assists in monitoring progress and identifying target areas for strengthening.	Science Department Chairperson, Science PDA Teacher	08/20/07	06/05/08	Continuous Improvement Model	0
Promote reading and writing in science by implementing a variety of strategies such as CRISS, graphic organizers, questioning techniques, and Reciprocal Teaching in daily lesson plans to address the needs of all students in Level 1, Level 2, ELL students, and Students with Disabilities (SWD).	Science Department Chairperson, Reading Coaches, Science Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide at-risk students an opportunity to participate in advanced courses by implementing AVID.	AVID Teacher, AVID Science Teacher	08/20/07	06/05/08	Advanced Academics	0

Research-Based Programs

Glencoe Science Series
Holt Science Series

Professional Development

CRISS Training
Reciprocal Teaching
Content and Strategies in Middle Science
Reading and Writing Across the Curriculum
Utilizing Technology in Science
Project Based Learning
A 3- day HIV workshop
Identifying of Students Typically Underrepresented in Advanced Academics

Evaluation

2008 FCAT Science Assessment
In-house tri-weekly assessments
District Interim Assessments

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

Parental Involvement Statement

North Miami Middle School will assist, train, and provide support as parents are encouraged to become more involved with their children's education at home and at school.

Needs Assessment

Based on parent sign-in logs for the 2006–2007 school year, there is a need for additional parental involvement to address student achievement in all subgroups. The school's Community Involvement Specialist has assisted with parent notification letters, Connect-Ed, announcements, and home visits, but additional modes of communication and advertisement for school based activities are needed.

Measurable Objective

Given school-wide emphasis on parental involvement in the education of our students and a 25% decrease in enrollment, our goal is to have 500 parents participating in at least one school activity as evidenced by sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase parental involvement through home visits, Connect-Ed, individual telephone communications, scheduled school visits, and parent conferences.	Administration, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide technological assistance to parents through the use of the Parent Resource Center located on the school premises where parents can use the computers in order to assist students with class projects and educational research.	Administration, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Utilize various modes of media to increase parental involvement, (i.e. local newspapers, cable network, local Haitian radio stations).	Administration, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Improve the quality of communication skills by providing written correspondence in English and the home language of the student.	Administration, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide ongoing communication in the students' home language to increase parental awareness regarding advanced academic opportunities in reading, mathematics, and science in order to increase enrollment in advanced academic courses.	Administration, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Increase the number of parent volunteers at the school site within the school day to support the school's vision and mission.	Administration, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide assistance to families by completing an educational compact in order to inform stakeholders of their responsibilities at Open House and other parent meetings.	Administration, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Offer workshops for parents in their home language through the Bilingual Parent Outreach Program	Bilingual Parent Outreach Program	08/20/07	06/05/08	Exchange Meaningful Information	0
Offer workshops for parents on bullying, immigration, testing, internet security, and community resources.	Regional Center Parent Support Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement Program

Professional Development

Methods of Effectively Utilizing the Parent Resource Center
Using Technology to Assist Your Child in Learning

Evaluation

Attendance rosters from all related activities
PTSA logs

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Students at North Miami Middle School are entitled to a safe and secure environment. The students at North Miami Middle School should be allowed to attend classes and participate in all activities related to classroom and school-wide instruction.

Needs Assessment

During the 2006-2007 school year over 406 suspensions were issued to students at North Miami Middle School. A review of the data associated with the Student Case Management System indicates there is a need for continued improvement in student behavior.

Measurable Objective

Given the Code of Student Conduct, the number of suspensions issued to students at North Miami Middle School during the 2007-2008 school year will show a 5% decrease as compared to the numbers of suspensions issued during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with training in conflict resolution strategies.	Assistant Principal for Discipline, Grade Level Counselors	08/20/07	06/05/08	Student Wellness	0
Conduct peer counseling sessions by trained students in conflict resolution to facilitate communication between conflicting parties.	Assistant Principal for Discipline, Student Services Department	08/20/07	06/05/08	Student Wellness	0
Offer parents of students who are deemed "at risk" with strategies to help their children succeed and avoid conflicts.	Assistant Principal for Discipline, Student Services Department	08/20/07	06/05/08	Student Wellness	0
Establish a school based Student Study Team that will convene on a regular basis to discuss academic and social strategies that will facilitate and encourage selected students deemed "at risk".	Assistant Principal for Discipline, Grade Level Counselors	8/14/2006	5/30/2007	Student Wellness	0
Implement a mentoring program for students that are deemed "at risk" based on teacher referrals, counselor referrals, parent requests, and student case management history and pair with a mentor who can facilitate and support the students during the school year.	Assistant Principal for Discipline, Student Services Department, Community in Schools	08/20/07	06/05/08	Student Wellness	0
Provide an Alternative to Suspension program, with a parent involvement component, for students who would otherwise be on outdoor suspension.	TRUST Specialist, Administration	08/20/07	06/05/08	Student Wellness	0
Establish a discipline committee to develop and implement a school wide discipline plan.	Administration, Student Services, Discipline Committee	08/20/07	06/05/08	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided to all teachers in the areas of classroom management, conflict management, and character education. Additional support sessions using situational examples will be offered on an ongoing basis.

Evaluation

COGNOS and Information Technology System 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

North Miami Middle School will make technology available to all stakeholders according to the 2007 STAR School Profile and prepare students with the necessary technology skills to compete in higher education, and to ensure technology literacy mastery required for participation in a 21st century global workforce.

Needs Assessment

Results of the 2007 STAR School Profile indicate that technology support, instructional technology support, professional development for staff, student access to technology, and community outreach were advanced; funding teacher access to technology, school administrator use of technology, student use of technology, and 21st century learning tools for students were rated on an intermediate level. Areas of concern marked for improvement are technology planning, teacher use of technology, 21st century classrooms for learning, student technology standards, and teacher technology standards.

Measurable Objective

Given instruction based on computer literacy standards, North Miami Middle School will increase teacher usage of technology by 25 percentage points as evidenced by teacher usage during 2007-2008 as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue with the school-wide implementation of Excelsior Gradebook, an online District application to record student grades and attendance, and pull up grades and data in a variety of different formats to communicate with parents, counselors, and students, to enhance student achievement and further student goals.	Gradebook Manager, Technology Chairperson, Technology Mentors, Assistant Principal for Technology	08/20/07	06/05/08	Business Process Redesign	0
Continue with the implementation of the school-site web page to provide technology-based learning applications, tutorials, and resources to parents, teachers, and students.	Technology Chairperson, Technology Mentors, Assistant Principal for Technology	08/20/07	06/05/08	Business Process Redesign	0
Implement staff professional development in technology focusing on educational software applications (SPI, Edusoft, Snapshot, Excelsior) that use data to analyze and drive instructional strategies to promote student achievement.	Professional Development Liaison, Assistant Principal for Technology, Technology Chair, and Technology Mentors	08/20/07	06/05/08	Continuous Improvement Model	0
Provide educational technology workshops for parents, students, and community through hands-on instruction to promote technology literacy, and introduce online resources that foster an educational learning community.	Technology Chairperson, Technology Mentors, Community Involvement Specialist, Assistant Principal for Technology.	08/20/07	06/05/08	Exchange Meaningful Information	0
Increase the use of a variety of technology in all classrooms using PowerPoint presentations, LCD projectors, Smart-Boards, and handheld computers.	Assistant Principal for Technology, Assistant Principal for Curriculum, Technology Mentors, Math and Science Department Chairperson, Teachers, Computer Specialist	08/20/07	06/05/08	Business Process Redesign	0
Increase use of educational technology in the curriculum through Read 180, Reading Plus, Destination Success, Atomic Learning, FCAT Explorer, GZMOS, and Plato Course Recovery classes.	Assistant Principal for Curriculum, Assistant Principal for Technology, Technology Chairperson, Technology Mentors, Teachers	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Promote computer literacy through continuous professional staff development workshops, online flash tutorials, and school website discussion boards	Professional Development Liaison, Technology Chairperson, Technology Mentors, Assistant Principal for Technology	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development



School Improvement Plan 2007-2008



Internet Use for Research

Using FCAT Explorer, GIZMOS, Atomic Learning, Free Google, and the district AU Data Input, Retrieval, and Analysis using Snapshot, Edusoft, and SPI Multimedia Through the Use of Videos, Graphics, Audio, and Video Capture Resources for Parents, Teachers, and Students (school site and district websites, Destiny, and Destination Success).

Evaluation

2008 STAR School 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 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

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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

North Miami Middle School's students will develop an understanding of healthy nutrition and the employment of healthy eating habits.

Needs Assessment

Results of the data from the 2006-2007 Meal Count by Day report indicated that 7% of students in grades six through eight ate breakfast each day during the 2006-2007 school year. This demonstrates that the number of students eating breakfast daily needs to improve in order to improve their overall nutrition and health.

Measurable Objective

Given emphasis on the benefits of eating nutritious meals throughout the day, the number of students eating breakfast will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create and disseminate logs weekly nutrition goals to students.	Physical Education Teachers, Science Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Administer a Pre and Post survey regarding nutrition to assess student understanding of healthy nutritional goals.	Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Utilize food and nutrition logs to monitor weekly intake of food	Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Implement a "Breakfast Jump-Start Program" to alert students of the importance of eating breakfast.	Cafeteria Manager	08/20/07	06/05/08	Healthcare & Healthy Choices	0

Research-Based Programs

United States Department of Health and Nutrition Reports and Findings

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the 2007 -2008 data of the number of students eating breakfast daily.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

North Miami Middle School students will gain the skills necessary to compete in a global economy focusing on effective communication skills.

Needs Assessment

Career Education and effective written communication influences virtually every aspect of the future lives of our students. The ability to communicate effectively in writing can increase the chances for success in today's competitive world.

Measurable Objective

Given emphasis on the benefits of Career Education, the number of students participating in a Career Education course will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan and participate in writing contests and competitions to display student skills and achievements.	Writing and Career Education Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Encourage parental involvement through exhibitions and performances exposing parents to a positive school environment.	Writing and Career Education Teachers, Administration	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct a career fair to introduce and expose students to various career opportunities potentially available to them.	Student Services Department	08/20/07	06/05/08	Secondary School Reform	100
Conduct a magnet fair to introduce and expose students to programs focusing on pre-requisite programs for future career choices.	Student Services Department	08/20/07	06/05/08	Parental Choice Options	100

Research-Based Programs

Not Applicable

Professional Development

District provided Career Education professional development

Evaluation

This objective will be evaluated by participation logs of Career Education courses.

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

North Miami Middle will rank at or above the 55th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2005, North Miami Middle School ranked at the 54th percentile on the State of Florida ROI Index. The ROI Index also indicated that North Miami Middle School is ranked in the upper third of all middle schools in the State in Return On Investment. The school was ranked in the middle third of all middle schools in the state on percent of students making learning gains. The school is also ranked in the middle third of all middle schools in the State on the money spent per student.

Measurable Objective

North Miami Middle School will improve its ranking on the State of Florida ROI Index publication from the 54th percentile in 2005 to the 55th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Research information about the use of financial resources in relation to school programs.	Administration, Leadership Team and Community Partners	08/20/07	06/05/08	Business Process Redesign	0
Collaborate with the District on resource allocation.	Administration	08/20/07	06/05/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administration and Community Partners	08/20/07	06/05/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Administration, Community Partners and Agencies	08/20/07	06/05/08	Business Process Redesign	0
Invite community partners and stakeholders to underwrite and participate in school based programs and events	Administration, Leadership Team, Parents and Community Partners	08/20/07	06/05/08	Business Process Redesign	0

Research-Based Programs

Not Applicable

Professional Development

Not applicable

Evaluation

State of Florida Return On Investment 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"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommends funds be allocated for various instructional endeavors including instructional materials and equipment, supplies and training activities.

Training:

The EESAC recommends that faculty and staff receive professional development training that will have a direct impact on student achievement. It further recommends continued training in Reciprocal Teaching, Project CRISS, FCAT Strategies, Reading Plus and READ 180. The EESAC also recommends that teachers receive the proper training with the district provided Electronic Gradebook.

Instructional Materials:

The EESAC recommends the continued support of updated programs that include Accelerated Reader Program, technology, equipment, school-wide initiative, recognition programs, and supplemental textbooks. The EESAC has identified and purchased instructional materials which are designed to assist in improving student achievement in specific areas as presented in the school's instructional plan.

Technology:

The EESAC recommends and supports the use of the intranet-e-mail system designed to enhance school-wide communication. The EESAC also recommends that additional training is provided to teachers to properly facilitate the use of the Electronic Gradebook.

Staffing:

The EESAC recommends reduction in class size in all subjects to support student achievement. The EESAC further recommends and supports an on site new and beginning teacher program that is supervised and facilitated by an administrator to retain highly qualified teachers.

Student Support Services:

The EESAC recommends that attendance procedures to ensure students' attendance be monitored daily. The Student Services staff, in conjunction with the Trust Counselor and Career Specialist, will provide a variety of programs that foster student achievement and counseling services [i.e. Honor Roll Breakfast, Student of the Month, Take Stock in Children Program, Peer Mediation, Anger Management, The Drug Free Youth In Town Program, Drug Education (prevention, intervention, and post intervention), Family Counseling, Mentor Program, Child Study Teams, and Parent Conferences].

Other Matters of Resource Allocation:

The EESAC recommends the continued support and participation of all stakeholders in order to ensure the needs of the school and community are met as identified in the School Improvement Plan.



School Improvement Plan 2007-2008



Benchmarking:

The EESAC recommends that the school-wide instructional plan be utilized to assist all students in making developmental gains in reading, mathematics, writing, and science. It further recommends that attention be given to those students who did not perform to state standards by using tutorial programs that benchmark quarterly.

School Safety & Discipline:

The EESAC recommends and supports the use of mandatory uniforms, student ID Badges and the continued use of the school's five-step discipline plan. The EESAC will continue to support discipline procedures, regular fire and emergency drills, incident report notification, telephone tree numbers list, zero tolerance for disruption of the educational environment, and alternative educational placement.

Budget Summary

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



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