
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2001 - Florida City Elementary School

FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Gloria Arazoza

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Florida City Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Florida City Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth 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 interim assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Florida City Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into the classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services at Florida City Elementary.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 55 percent of students scoring at or above Achievement Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 50 percent demonstrating mastery and/or a ten percent decrease in the number of students not demonstrating mastery on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 59 percent scoring at or above Achievement Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent demonstrating mastery and/or a 10 percent decrease in the number of students not demonstrating mastery on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, all grade four students will improve their writing skills as evidenced by an increase of one percent of students scoring a 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score as measured by the 2006 FCAT Science Test.

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points of parents attending school related school-sponsored events during the 2005-2006 school year as compared to the 2004-2005 school year.

Given a school-wide emphasis on creating a safe and disciplined environment, student behavior will improve as evidenced by a 20 percent decrease in the number of student referrals and suspensions as evident by Case Management Forms during the 2005-2006 school year as compared to 2004-2005.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign-in rosters as compared with 2004-2005 school year sign in rosters.

Based on the recommendations of the Florida Department of Education, students will maintain their fitness as evidenced by at least 95 percent of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 school year.

Given the importance of enrichment opportunities for economically disadvantaged students, categories of enrichment classes offered will increase by 20 percent during the 2005-2006 Extended Day as compared with the enrichment classes offered for the 2004-2005 school year.

Florida City Elementary School will improve its ranking on the State of Florida ROI index publication from the 10th percentile in 2003-2004 to the 25th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Survey indicate the staff of Florida City Elementary School rated the school at a high level in most categories identified. Two opportunities for improvement that have been identified are knowledge of financial status of the organization and recognizing employees for their work. Both of these areas will be targeted by the administration for improvement. The administration will keep the staff informed of the financial situation of the school through reviews of the budget during EESAC meetings, faculty meetings and grade level meetings. As in all areas, the need to be valued is important to a job well done. The administration will strive to acknowledge the accomplishments and dedication of all staff members to their jobs. This will occur during faculty meetings and in monthly newsletters published for the school.

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.

Florida City Elementary School

VISION

The vision of the Florida City Elementary School community is that our students become literate, skilled, lifelong learners and contributing members of today's highly complex society. We seek to empower our students by instilling a sense of ownership, a belief in themselves, and a work ethic that will support their academic needs.

MISSION

The mission of Florida City Elementary School is to provide students with high quality researched-based instruction in all subject areas, with a primary focus on literacy. We will work collaboratively with staff, students, parents, and community members to ensure that all students succeed.

CORE VALUES

Excellence

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

Integrity

We build positive relationships through honesty, respect and compassion in order to address self-esteem, safety, and well-being of our students, families and staff.

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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 principals.

School Demographics

Florida City Elementary School is the only school located in the city of Florida City. The school is in the Homestead Senior High School feeder pattern. The surrounding community consists of primarily low-income residents. During the 2004-2005 school year the student population was 801 students in Pre-Kindergarten through grade five. The ethnic profile was 53 percent Black (Non-Hispanic), 42 percent Hispanic, four percent White (Non-Hispanic), and 6 percent Asian, Indian, or Multiracial. There were 86 percent standard curriculum students, 14 percent students with disabilities, 25 percent students with limited English proficiency, and 97 percent of students received free or reduced lunch. The mobility rate was 41 percent. The average daily attendance was 94 percent. The rate of student suspension was 12 percent.

Florida City Elementary School is a Title I school-wide program utilizing allocated funds to reduce class size and to defray expenditures for differentiated programs and materials to address the specific needs of students. The school also became a Reading First school in August of 2005. In addition, students participate in a variety of specialized programs including Exceptional Student Education, Severely Emotionally Disturbed/Emotionally Handicap Pre-Kindergarten through grade five, Varying Exceptionalities, English Speakers of Other Languages, TEAM classes, Academic Enrichment, and Gifted. As part of the School Improvement Zone, students participate in the Extended Day Program and are provided with an additional hour of reading intervention or enrichment as needed. The school has established a computer lab and an active Parent Center. The school has also provided space for the Miami-Dade County Parent Academy.

Two administrators, a principal, and an assistant principal serve as the instructional leaders of the school. There are 30 certified classroom teachers, six ESE teachers, one elementary guidance counselor, one speech therapist, one media specialist, nine special area teachers, a Reading First reading coach, a Title I reading coach, a math/science facilitator, two Community Involvement Specialists, one hourly teacher, five full-time paraprofessionals, and one part-time media paraprofessional employed at the school. There are 63 percent of teachers with a Bachelor's degree and 32 percent of teachers who hold a Master's degree, and five percent with a Specialist degree. There are two National Board Certified teachers. There are six beginning teachers. The ethnic make-up of the staff is 38 percent Black Non-Hispanic, 29 percent Hispanic, 32 percent White and one percent other. The average student-teacher ratios are 22 to one. Each of our school based leaders has demonstrated success improving student achievement. All instructional staff are certified and Highly Qualified.

Florida City Elementary School has earned a Florida Department of Education School Performance Scale grade of "C" for the 2004-2005 school year, earning a total of 356 points. This was an improvement of 24 points on the school accountability grading scale. An increase in the percentage of students meeting high standards in reading and math, an increase in the percentage of students making learning gains, and an increase in the percentage of the lowest 25 percent of students making adequate progress had a significant impact on overall scores. However, a decrease in the number of students meeting high standards in writing indicates a need for increased instructional density in the area of writing. Also, 39 percent of third grade students, 32 percent of fourth grade students, and 31 percent of fifth grade students scored FCAT Achievement Level 1 on the 2005 FCAT Reading Test, indicating a need for a focused intervention program for struggling readers.

School Foundation

Leadership:

The administrative team of Florida City Elementary has maintained a positive direction by ensuring that student achievement, student involvement, teacher performance, teacher involvement, quality administrative leadership, and parental and community involvement are of the utmost importance. The mission statement is visible in all classrooms, and a safe and secure work environment is provided for all stakeholders at Florida City Elementary.

District Strategic Planning Alignment:

All stakeholders, administrators, parents, teachers, students, and community members are involved in all aspects of goal development, implementation, and decision making within the school. Information and opportunities for discussion and reflection are made available in grade-level planning meetings, Leadership Team meetings, Professional Development Team meetings, faculty meetings, PTA meetings, and EESAC meetings. All stakeholders at Florida City Elementary are encouraged to become involved at a variety of levels.

Stakeholder Engagement:

The administration, leadership team, faculty, and school staff are diligent in creating customer satisfaction at Florida City Elementary. A strong school alliance, a dedicated staff, and a structured, data driven curriculum are critical to the school's vision to deliver an educational program that will ensure the development of the total child. The leadership team, faculty, staff, parents, and community leaders will participate in weekly, biweekly or monthly meetings to become more involved and informed.

Faculty & Staff:

Faculty and staff members at Florida City Elementary are supported and recognized for working diligently with students and maintaining high levels of expectations. Teachers and faculty members are provided with a variety of professional development opportunities at the school, region, district, and state levels to enhance student achievement. All teachers are provided with the support they need with a focus being placed on those new to the teaching profession or new to the school. Florida City Elementary's Teacher Mentoring Program follows the procedures and policies of the District's PACES manual. At the beginning of the school year, new teachers are scheduled to participate in both district and site-sponsored orientations in order to familiarize them with the Miami-Dade County's policies and procedures and to facilitate their success in their new environments. The administrators assign each annual contract teacher with a Professional Growth Team. The team is responsible for assisting the teacher in writing and reviewing lesson plans, discussing successful teaching practices, and offering support that focuses on the successful completion of teaching requirements. The Professional Growth Team maintains an activity log to document the annual contract teacher's growth, while also allowing for the necessary feedback to ensure success.

Data/Information/Knowledge Management:

Data is disaggregated and analyzed to increase knowledge and information concerning the student's academic needs. The school climate survey data is utilized to improve the overall school environment. The use of data allows us to

examine and continue our strengths while addressing our individual weaknesses.

Education Design:

The daily educational program at Florida City Elementary is customized to meet the needs of our multi-ethnic student population. The literacy block has been expanded to encompass two and one half hours of reading and language arts instruction. Florida City Elementary provides additional learning opportunities for all students through the Zone Extended Day Program where students receive reading intervention or enrichment. Tier 2 and Tier 3 third grade students receive additional assistance through in-school tutoring targeting reading deficiencies. Parents have been given the opportunity to enroll their students in Supplemental Educational Services (SES).

Performance Results:

The Organizational Performance Improvement Snapshot (OPIS) survey revealed that the stakeholders are generally satisfied with the overall performance of the school in all seven categories. Two opportunities for improvement that have been identified are knowledge of financial status of the organization and recognizing employees for their work. Both of these areas will be targeted by the administrations for improvement. The administrators will keep the staff informed of the financial situations of the school through reviews of the budget during EESAC meetings, faculty meetings and grade level meetings. As in all areas, the need to be valued is important to a job well done. The administration will strive to acknowledge the accomplishments and dedication of all staff members to their jobs. This will occur during faculty meetings and in monthly newsletters published for the school.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Florida City Elementary School is dedicated to ensuring that beginning teachers receive the support necessary to be successful in their careers. Every new teacher to the building is provided with a mentor teacher to assist them with acclimating to the policies and procedures of the school site. Classroom management is a primary focus of our orientation for new staff members. The Discipline Facilitator provides support and strategies to assist with ensuring that a positive classroom environment is in effect. New teachers meet monthly with the leadership team to ensure that any problems are addressed immediately.

• Highly Qualified, Certified Administrators:

GLORIA ARAZOZA, PRINCIPAL

Gloria Arazoza completed her Bachelor's and Master's degrees in Elementary Education at the University of Florida. She completed her certification in Educational Leadership at Nova Southeastern University. Having been appointed as principal of Florida City Elementary School for the 2005-2006 school year, Ms. Arazoza is prepared to implement the skills acquired as an Assistant Principal in a variety of Miami-Dade County Public Schools. During her 12-year career, Gloria Arazoza has worked as a teacher in the Bilingual Program teaching English for Speakers of Other Languages, Spanish for Spanish Speakers and Content Curriculum in the Home Language, has participated in the School Advisory Council, and was Test Chairperson, Department Head, and Student Activities Sponsor. This year marks her first year as Principal of Florida City Elementary school. Prior to her appointment as principal she served as Assistant Principal at Thena C. Crowder Elementary School, Phillis Wheatley Elementary School, and Miami Shores Elementary School. While at these schools she spearheaded the effort to provide a state of the art technology program granting all students access to appropriate technology to enhance their educational experience. Ms. Arazoza assisted with the implementation of all of the efforts of the School Improvement Zone during the 2004-2005 school year, assisting Thena C. Crowder Elementary in making Adequate Yearly Progress. She believes in the implementation of the Eight Step Continuous Improvement Model, utilizing data to study the effectiveness of instructional strategies and revising delivery models where necessary. Ms. Arazoza has had the opportunity to develop, design and implement a variety of professional development activities, with the intention of raising student achievement.

MARTH ORTEGA, ASSISTANT PRINCIPAL

Ms. Martha Ortega, Assistant Principal, completed her Bachelor's degree in Elementary Education at Florida International University and completed her certification in Educational Leadership at Nova Southeastern University. Ms. Ortega brings a wealth of knowledge and experience to Florida City Elementary from her previous positions as a classroom teacher, Writing Facilitator, Reading Leader, and Curriculum Support Specialist with Miami-Dade County's Division of Language Arts/Reading. Ms. Ortega has been in the field of education for more than fifteen years, and her passion, commitment, and dedication to foster student learning has allowed her to impact student achievement. Her expertise in the areas of reading, writing, and curriculum in general, enabled her to help the school where she served as a reading leader, improve student achievement, and make such significant gains that the school was graded a "B". Ms. Ortega was also instrumental in helping the school achieve 100% of the criteria required by a school to make Adequate Yearly Progress. In her capacity of Curriculum Support Specialist, Ms. Ortega was also able to assist several schools in making gains in both reading and writing. As an assistant principal at Martin Luther King Elementary, she was able to successfully train teachers to implement the Continuous Improvement Model which utilizes data to

study the effectiveness of instructional strategies and revise delivery models where necessary.

• Teacher Mentoring:

Florida City Elementary School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual. At the onset of the school year, new teachers are identified and scheduled to participate in both district and site-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success. Annual contract teachers are assigned a Professional Growth Team comprised of members who are mutually agreed upon by them and the site administration. Mentoring teachers assist annual teachers in lesson planning, developing successful teaching practices, and completion of teaching requirements. These activities are documented in activity logs which are maintained by the Professional Growth Teams to relate necessary feedback for growth. The school's Professional Development Plan will include professional development opportunities for annual contract teachers.

The school will also provide new teachers assistance with planning, setting goals, effective classroom management strategies, researched based instructional strategies, assessment and data analysis, and student monitoring. Grade level chairs will provide support in classroom responsibilities. The Curriculum Support Team, Reading Coaches, Math/Science Facilitator, and Writing Facilitator, will provide in-class modeling, coaching, and professional development. In addition, the two National Board Certified Teachers will provide mentoring for new teachers.

• School Advisory Council:

The Florida City Elementary School Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. The EESAC adheres to Florida's Government-in-the-Sunshine Law, the Public Records Law, as well as the Miami-Dade County Public Schools' guidelines.

The EESAC strives to foster an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The Council collaborates with site leadership and EESAC members through the forum of monthly meetings wherein the progress of SIP goals are analyzed, available resources are discussed, and recommendations that support the Eight-Step Continuous Improvement Model are discussed.

EESAC funds in the amount of ten dollars per student will be utilized to provide research based materials to classrooms in order to increase instructional density. Staff may also submit requests for funding for books, additional supplies, field trips, and guest speakers. Additionally, teachers may request funding to attend professional conferences.

• Extended Learning Opportunities

Florida City Elementary School will provide tutoring during the day to all Tier 2 and 3 students. The Voyager Passport Level D program will be utilized. America Reads tutors will assist identified struggling readers in first and second grade during the regular school day.

A before school tutorial program utilizing the Reading Plus computer assisted instruction program will be offered to struggling readers in grades two through five.

The Houghton Mifflin Early Success and Soar to Success, and the Voyager Passport researched-based programs will be utilized in the Extended Day Intervention program targeting struggling readers in grades Kindergarten through five.

Parents have been given the opportunity to enroll their students in an approved Supplemental Educational Services tutorial program offered at their convenience after-school and on Saturdays.

• School Wide Improvement Model

Florida City Elementary will implement the research-based Eight-Step Continuous Improvement Model. The Eight-Step Instructional Process begins with the desegregation of test scores whereby grade level and subject area teams of teachers disaggregate school-based assessments and FCAT results by individual student groups, identifying learning objectives that need improvement, along with objectives successfully mastered. Step Two is the development of an instructional focus calendar by subject and grade-level teams of teachers that is used for teaching and assessing each benchmark and skill. Step Three uses the instructional focus calendar to focus on a targeted lesson. Step Four is the assessment of the targeted lesson. Students must demonstrate mastery of an objective before the teacher moves on to a new-targeted area. Steps Five and Six address tutorials and enrichments in order to meet individual student needs. Step Seven is providing ongoing maintenance and re-teaching of objectives. Lastly, Step Eight is the monitoring process through informal classroom visitations, ongoing team meetings, and administrative evaluations.

Florida City Elementary will also participate in Action Research in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

All students will be literate members of society.

Needs Assessment

Analysis of the 2005 FCAT Reading Test scores indicate 54 percent of students in grades three through five are reading at or above grade level, demonstrating a 10 percentage point increase over the 2004 administration. The percentage of student demonstrating acceptable levels of learning gains, (57 percent), increased by 11 percentage points. The percentage of struggling students making a year's worth of progress in reading, (52 percent), increased by 13 percentage points. Scores on the third grade 2005 FCAT Reading test indicate 57 percent of Tier 2 and 83 percent of Tier 3 students improved their FCAT Reading score to a Level 2 or higher. According to the 2005 Adequate Yearly Progress Report 48 percent of all students in grades three through five scored at or above grade level in Reading, an increase of 11 percentage points over the 2004 Adequate Yearly Progress Report.

Data also indicates that 39 percent of grade three, 32 percent of grade four, and 31 percent of grade five students scored at FCAT Achievement Level 1. This indicates a need to identify and provide additional support for the lowest performing students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 55 percent of students scoring at or above Achievement Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 50 percent demonstrating mastery and/or a ten percent decrease in the number of students not demonstrating mastery on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Reading First Grant initiatives in grades Kindergarten through three including the Coaching Model, researched based instructional strategies, screening and progress monitoring with the Dynamic Indicators of Basic Early Literacy Skills Assessment (DIBELS), on-site professional development, and the administration of Outcome Measures.	Administrators Reading Coach Reading Teachers Reading First Reading Coordinator	08/01/05	05/26/06
Utilize Edusoft to score assessments and generate disaggregated data reports in order to modify instruction to meet the students' needs.	Administrators Reading Coaches Reading Teachers	08/01/05	05/26/06
Implement the Reading Plus Technology Program for remedial students to increase fluency and reading comprehension skills	Administrators Technology Coordinator Classroom Teachers Special Area Teachers	08/01/05	05/26/06
Establish biweekly grade level meetings to review student work and assessment data, to plan for instruction, and to modify instructional strategies to meet the needs of the students.	Administrators Reading Coaches Teachers	08/01/05	05/26/06
Identify students in the subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test, as delineated in the disaggregated data and implement a before/during/after school tutorial program to address the reading deficiencies of students using a diagnostic/prescriptive approach. Implement progress monitoring.	Administrators Reading Coaches Classroom Teachers Tutorial Teachers School Improvement Zone Support Personnel	08/01/05	05/26/06
Adapt strategies used for standard curriculum students to include methods and materials that	Administrators Reading Coaches	08/01/05	05/26/06

match learning styles, strengths, and modalities of students with disabilities in grades kindergarten through five.	Teachers		
Provide site developed monthly and interim assessments aligned to the Sunshine State Standards tested benchmarks to monitor student achievement and to identify professional growth needs in grades two through five.	Administrators Reading Coaches Teachers	08/01/05	05/26/06
Implement the Sunshine State Standards aligned to the Houghton Mifflin Reading Program's scope and sequence and the Instructional Focus Calendar in order to ensure students' mastery of the reading content clusters.	Administrators Reading Coaches Classroom Teachers School Improvement Zone Support Personnel	08/01/05	05/26/06
Provide students not meeting Grade Level Expectations in Reading with one additional hour of reading intervention during the Extended Day using the Early Success, Soar to Success Program, or Voyager Passport Programs. Monitor student progress in order to evaluate the effectiveness of the programs.	Administrators Reading Coaches Teachers	08/01/05	05/26/06

Research-Based Programs

Core Reading Program: Houghton Mifflin Reading Program

Intervention Programs: Early Success, Soar to Success, Voyager Passport, Reading Plus

Supplemental Programs: Quick Reads

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, best practices for instructing the content clusters of Main Idea/Purpose, Words/Phrases, Comparisons, and Reference/Research, CRISS training, and assessments used at the elementary level. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Objectives will be measured by the scores of the 2006 FCAT Reading Test. Progress towards objectives will be measured by weekly, monthly, and interim assessments and by quarterly DIBELS assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The data attained from the School Performance Accountability results indicate that 58 percent of the students tested achieved high standards in mathematics. According to the Florida Department of Education Adequate Yearly Progress Report, the following subgroups met Adequate Yearly Progress: Black, Hispanic, Free/Reduced Lunch, and Limited English Proficiency. Students With Disabilities did not make Adequate Yearly Progress, as only 18 percent of the students tested scored at or above grade level in mathematics. Professional development needs will focus on innovative teaching strategies and concentrate instructional effort in the weakest skills areas of Number Sense and Algebraic Thinking, which will result in an increase in student achievement. Inclusive strategies must be incorporated into the instructional program in order to address the Students With Disabilities. Differentiated instruction must be utilized for all students and incorporated into the mathematics curriculum. A focus on delivering instruction on the Grade Level Expectations rather than the textbook sequence, utilizing long range plans to create grade level curriculum, and using data from benchmark assessments to pace and drive the classroom instruction will continue.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
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Measurable Objective

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Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 50 percent demonstrating mastery and/or a 10 percent decrease in the number of students not demonstrating mastery on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Focus on the Number Sense and Algebraic Thinking strand and instruct the remaining strands (Measurement, Geometry, Data Analysis) according to the timeline identified by the grade level focus calendar developed according to the Districts' Scope and Sequence.	Administrators Classroom K-5 teachers	8/01/05	05/26/06
Adapt strategies used for standard curriculum students to include methods and materials that match learning styles, strengths, and individual modalities of students with disabilities.	Administrators Classroom K-5 teachers	08/01/05	05/26/06
Establish biweekly grade level meetings to extract trends, review assessment data, identify successful instruction, recognize successful instruction, and generate topics for action research.	Administrators Grade Level Chairperson Mathematics Leader Classroom K-5 Teachers	08/01/05	05/26/06
Incorporate the use of cooperative learning groups to allow for the opportunity of exploration and discovery and to maintain and develop high level students.	Administrators Classroom K-5 teachers	08/01/05	05/26/06
Provide site- authored monthly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to identify and monitor student achievement and to identify professional development needs.	Administrators Mathematics Leader Classroom K-5 Teachers	9/01/05	05/26/06
Use graphic organizers, manipulatives, visual aids, CRISS strategies, and audio-visual aids to assist in molding students' comprehension and to maintain	Administrators Classroom K-5 teachers	08/01/05	05/26/06

and develop high level students.			
Utilize Edusoft, a data management system, to score assessments and to generate disaggregated data reports in order to redirect classroom instruction and help plan differentiated instruction.	Administrators Mathematics Leader Support Personnel Classroom teachers	9/01/05	05/26/06
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Administrators Mathematics Leader School Improvement Zone Support Personnel	8/01/05	05/26/06

Research-Based Programs

Harcourt Mathematics Textbook Series

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, best practices for instructing Number Sense and Algebraic Thinking, CRISS training, and assessments used at the elementary level. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Success of meeting the objectives will be measured by the scores on the 2006 FCAT Mathematics Test. Monthly and quarterly benchmark assessments to monitor student progress and redirect learning activities will be administered by the teacher. Generated data will be scored by the data management system to help the administration, math leader, teachers, and support personnel determine effective instruction and summarize students' needs.

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Increase the writing performance of all No Child Left Behind populations.

Needs Assessment

The results attained from the School Performance Accountability Report indicate 76 percent of the students tested met the state standard of 3.5 or above on the 2005 FCAT Writing Test. In order to meet accountability requirements for No Child Left Behind, students will show a 1 percentage point gain on the 2006 FCAT Writing Assessment. The needs assessment reveals that the prospect of improvement exists in the narrative writing benchmarks; therefore further development is needed in this area. The data also indicates that the strength is in the expository benchmarks; however continuous improvement must be made in this area in order to sustain rising student achievement levels. Analysis of the 2004 writing data reveals that the previous strength was narrative writing, with expository writing as the weaker component. While this trend was noted in the previous year, the data for the 2005 writing assessment shows that expository writing garnered additional support, and scores improved, but narrative writing scores declined. Therefore, emphasis must be placed on providing additional support in both narrative and expository writing so that student achievement rises and is sustained in both areas. Professional development is needed for all staff members in the areas of the writing process, instructing for focus, support, organization, and conventions, vocabulary development, grammar usage, and the Florida Writes Rubric.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, all grade four students will improve their writing skills as evidenced by an increase of one percent of students scoring a 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide high quality daily writing instruction using the Sunshine State Standards.	Administrators Writing Facilitator Classroom Teachers	08/01/05	05/26/05
Provide writing professional development, coaching, modeling, and mentoring to teachers in all grades and special areas in order to increase the quality of writing instruction.	Administrators Writing Facilitator Classroom Teachers	08/01/05	05/26/06
Implement grade four District and site-authored pre, mid, and post assessments in order to utilize data and drive instruction of the writing process.	Administrators Writing Facilitator Classroom Teachers	08/01/05	05/26/06
Implement school based initiatives, such as Wondrous Words, Writer of the Month, and Thematic Writing Contests in order to increase students' performance in writing strategies.	Administrators Writing Facilitator Classroom Teachers	08/01/05	05/26/06
Utilize the Houghton Mifflin Reading/Writing Workshop to implement and integrate high quality writing instruction using the Sunshine State Standards.	Administrators Writing Facilitator Classroom Teachers	08/01/05	05/26/06
Provide differentiated instruction in writing, including CRISS strategies, to grade four students through writing enrichment and tutoring groups.	Administrators Writing Facilitator Classroom Teachers	08/01/05	05/26/06

Research-Based Programs

Houghton Mifflin Reading Program/Writing Workshop, Florida FCAT Writing Rubric, CRISS strategies

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, understanding of the FCAT Writing Rubric, CRISS training, Learning Express, FCAT Writing Strategies, Best Practices, and assessments used at the elementary school level.

Evaluation

District and site- authored assessments will be administered to grade four students and the results will be analyzed to establish progress and redirect the instruction for reinforcement and/or enrichment. Achievement of the objective will be considered when students demonstrate improvement in writing skills by an increase of one percent in the number of students scoring at or above the state standard of 4.0 as documented by the 2006 FCAT Writing Plus Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all No Child Left Behind students.

Needs Assessment

The results of the Grade 5 FCAT Science test administration reflect scoring a mean scale score of 270. This mean scale score was below the District's mean scale score of 286. The needs assessment reveals that students require remediation in all benchmarks. An analysis of the students tested in grade five reflected the following concerns: Earth and Space Science as well as Life and Environment Science content cluster scores need to be increased by 16 percent or more to achieve the state average. Physical and Chemical Science and Scientific Thinking content clusters revealed that an eight percent increase was necessary to achieve the state goal. The two areas of greatest need are Earth and Space and Life Environment. Professional development that addresses these two clusters of concern, as well as experimental demonstrations, concept development, and scientific inquiry are needed.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score as measured by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize state-adopted materials to develop long range plans aligned to the Sunshine State Standards to provide consistency and purpose within the classroom instruction.	Administrators Science Facilitator Classroom K-5 Teachers	08/01/05	05/26/06
Incorporate the use of hands-on activities, problem solving strategies, and cooperative learning groups to allow for student comprehension through project based learning.	Administrators Classroom K-5 Teachers	08/01/05	05/26/06
Implement a grade five site- authored pre, mid, and post assessment in order to utilize data to drive or redirect the instruction.	Administrators Science Facilitator Grade 5 Classroom Teachers	08/01/05	05/26/06
Infuse grade appropriate science content with the language arts curriculum through the use of non-fiction text during shared, guided, and/or independent reading.	Administrators Classroom K-5 Teachers	08/01/05	05/26/06
Participate in a school-wide annual Science/Math Project Fair.	Administrators Science/Math Fair Committee Science Facilitator Classroom K-5 Teachers	08/01/05	05/26/06
Adapt strategies, including CRISS strategies, used for standard curriculum students to include methods and materials that match learning styles, strengths, and individual modalities of students with disabilities.	Administrators Classroom K-5 Teachers	08/01/05	05/26/06

Research-Based Programs

Harcourt Horizons Science Program
Foss Kits

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level.

Evaluation

Site-authored assessments will be administered to grade five students and the results will be analyzed to establish progress and redirect the instruction for reinforcement and/or enrichment. Achievement of the objective will be considered when students demonstrate improvement in science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score as measured by the 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

According to the 2005 Title I Parent Outreach Monthly School Report, the Parent Workshop attendance rate increased nine percent over the previous year. The Family Literacy Program showed a twenty percent increase as compared to the 2004 report. Even though there was an increase in parental participation, there remains a need to increase these numbers and for the school to provide additional opportunities for parents to be involved in their children's academic lives.

Measurable Objective

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points of parents attending school related school-sponsored events during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Hold a Parent-Teacher-Association (PTA) drive to increase parent participation in schoolwide planning and to encourage parents active participation in other decision making groups such as Title I, PAC/DAC, EP and AIP meetings.	Administrators Community Involvement Specialist PTA	08/07/05	05/24/06
Host monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Administrators Classroom Teachers EESAC Committee	08/07/05	05/24/06
Increase positive parent-school communication through the use of student progress reports, home visits, mailed communications, and parent workshops coordinated with the Professional Development Team in order to increase parental involvement among AYP subgroups and students scoring in the lowest 25 percent.	Administrators Community Involvement Specialist Social Worker	08/07/05	05/24/06
Provide parents with a Parent Access Center to provide information and ideas to families about how to help students at home with home learning and other curriculum-related activities, decisions, and planning. Encourage participation in the District Parent Academy.	Administrators Community Involvement Specialist School Counselor Social Worker Reading Coaches	08/07/05	05/24/06
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Administrators Community Involvement Specialist Dade Partners	08/07/05	05/24/06
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information at Open House, and parent outreach programs	Administrators Community Involvement Specialists Parent Academy Personnel Mathe Leader Writing Facilitator Classroom Teachers Social Worker Reading Coaches	08/07/05	05/24/06

Coordinate Family Literacy workshops, as well as an end of the year event, to showcase student projects, classroom exhibits, and student performances, and provide strategies for parents to use at home in support of academic achievement.	Administrators Community Involvement Specialists Parent Academy Personnel Classroom Teachers	08/07/05	05/24/06
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Research-Based Programs

Passport to Success

Professional Development

Parents, teachers, and the community involvement specialist will collaborate and actively participate in monthly workshops that seek to train stakeholders on how to effectively participate in their child's education, as well as in their own personal growth.

Evaluation

Parental and community involvement will show a five percent increase above the 2004-2005 level of participation, as reflected in the tally of data obtained from and reported on the 2005-2006 Title I Parent Outreach Monthly School Report.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. This is evident through the executive summary report of Student Case Management. This 2004-2005 report shows that 663 incidents were referred for general disruptive conduct, 150 for fighting, 389 for defiance of school personnel or authority, and 58 for use of provocative language. As a result of the above mentioned referrals, suspension occurred 164 times, which was 20 percent of the total number of incidents. An analysis of this report indicates a need for a decrease in the behaviors indicated in the report. A decrease in the negative behaviors and suspensions will help foster a safe and disciplined environment.

Measurable Objective

Given a school-wide emphasis on creating a safe and disciplined environment, student behavior will improve as evidenced by a 20 percent decrease in the number of student referrals and suspensions as evident by Case Management Forms during the 2005-2006 school year as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize a staff member as an Intervention Facilitator to oversee the discipline plan, contact parents/guardians, apply appropriate intervention strategies, and monitor referrals.	Administrators Intervention Facilitator	08/01/05	05/26/06
Implement Character Education and Conflict Resolution strategies, within the classroom curriculum.	Administrators Intervention Facilitator Behavior Management Teacher Social Worker Counselor Classroom Teachers	08/01/05	05/26/06
Provide workshops for parents that highlight conventional parenting skills and alternative discipline strategies.	Administrators Community Involvement Specialist Counselor Social Worker	08/01/05	05/26/06
Provide programs to promote safety such as Red Ribbon Week.	Administrators Counselor Classroom K-5 Teachers	08/01/05	05/26/06
Reward and publicize good behavior and model citizenship.	Administrators Intervention Facilitator Behavior Management Teacher Classroom Teachers Media Specialist	08/01/05	05/26/06
Provide developmental counseling for students who have been suspended to reduce the number of disciplinary referrals.	Administrators Counselor	08/01/05	05/26/06
Create a committee of stakeholders that will generate, present, and monitor a school-wide discipline plan.	Administrators Intervention Facilitator Teachers	08/01/05	05/26/06

Research-Based Programs

Character Education
Anti Bullying Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Professional development will be available for all teachers in the following areas: Conflict Resolution/Peer Mediation, School-wide Discipline Plan, Counseling of at-risk students, Bully Prevention, and Classroom Management promoting positive student behavior.

Evaluation

This objective will be considered met if student behavior improves as demonstrated by a 20 percent decrease in the number of student referrals and suspensions during the 2005-2006 school year. The discipline committee will meet quarterly to review and monitor referrals.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

During the 2004-2005 school year there were 5 computers for 20 students. Many of the computers are obsolete and require replacement. According to the Star School Profile, teacher utilization of technology needs to be increased.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign-in rosters as compared with 2004-2005 school year sign in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse the student-based programs into the curriculum, giving students daily opportunities to utilize technology.	Administrators Classroom Teachers	08/01/05	05/26/06
Utilize technology to retrieve, evaluate, and use information related to student progress.	Administrators Classroom Teachers	08/01/05	05/26/06
Conduct teacher trainings in the following areas: Edusoft, Excelsior Electronic Grade Book, Microsoft Word, FCAT Explorer, Reading Plus, Student Performance Indicators (SPI), the Progress Monitoring and Reporting Network, and Academic Improvement Plans in order to improve student achievement and increase teacher technological awareness, as well as to allow teachers to monitor and target instruction.	Administrators Microtech Teachers	08/01/05	05/26/06

Research-Based Programs

21st Century Learning

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the use of the following programs: Edusoft, Excelsior Electronic Gradebook, National Education Technology Standards, Reading Plus, FCAT Explorer, the Progress Monitoring and Reporting Network, Microsoft Word, Power Point, and Excel.

Evaluation

Progress will be monitored by teachers' attendance, sign-in rosters, and training packets.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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<input 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 type="checkbox"/>

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM Physical Fitness Testing Program, the percentage of students in grades three through five earning the gold and silver awards was 99 percent. Ninety-seven percent of third through fifth graders were tested. This indicates a need to maintain the number of students who meet the National Standards for Physical Education.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will maintain their fitness as evidenced by at least 95 percent of students passing the 2005-2006 FITNESSGRAM as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the FITNESSGRAM program, including administering a pre-and post-test. Compare pre-and post-test data in order to provide feedback as to whether the instructional program is effective in meeting the stated goals and objectives.	Administrators Physical Education Teachers	08/01/05	05/26/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrators Physical Education Teachers	08/01/05	05/26/06
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators Physical Education Teachers	08/01/05	05/26/06
Develop an action plan to ensure input from the department to meet the goals and objectives as stated.	Administrators Department Chairperson Physical Education Teachers	08/01/05	05/26/06

Research-Based Programs

2005-2006 FITNESSGRAM Program

Professional Development

Provide professional development for teachers and administrators in the FITNESSGRAM Program.

Evaluation

Achievement of the objective will be measured by the results of the 2005-2006 FITNESSGRAM Physical Fitness Testing Program.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

Florida City Elementary School offered six categories of enrichment to eligible second through fifth grade students during the Extended Day Program beginning January 2005. Approximately 197 students participated in enrichment classes. Because of the expressed significance of the enrichment opportunities provided for the students at Florida City Elementary School for school year 2005-2006, there is a need to expand the curricular offerings as well as increase the student enrollment.

Measurable Objective

Given the importance of enrichment opportunities for economically disadvantaged students, categories of enrichment classes offered will increase by 20 percent during the 2005-2006 Extended Day as compared with the enrichment classes offered for the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify staff members who possess a skill or talent they wish to share with students and allow them to develop a plan for an enrichment class.	Administrators Teachers	08/01/05	05/26/06
Provide enrichment teachers with resources and support materials.	Administrators Reading and Math Coaches Writing Facilitator School Improvement Zone Curriculum Support Personnel	08/01/05	05/26/06
Provide professional development for enrichment teachers.	Administrators School Improvement Zone Curriculum Support Personnel	08/01/05	05/26/06
Contact Community Arts programs to seek resources and educational materials to support enrichment classes.	Administrators School Improvement Zone Curriculum Support Personnel Teachers Community Involvement Specialist	08/01/05	05/26/06

Research-Based Programs

N/A

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day.

Evaluation

Achievement will be measured by an increase of at least 20 percent in enrichment classes offered in the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Florida City Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003-2004 Florida City Elementary School ranked at the 10th percentile on the State of Florida ROI index.

Measurable Objective

Florida City Elementary School will improve its ranking on the State of Florida ROI index publication from the 10th percentile in 2003-2004 to the 25th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	08/01/05	05/26/06
Collaborate with the district on resource allocation.	Principal Assistant Principal District Personnel	08/01/05	05/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal PTA Dade Partners	08/01/05	05/26/06
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal Community Service Agencies Dade Partners	08/01/05	05/26/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Florida City Elementary School will show progress toward reaching the 25 percentile.

EESAC Compliance

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

Budget:

The EESAC recommends supporting the current school budget designations including class size reduction, utilizing a Reading Coaches, a Math/Science Facilitator, a Writing Facilitator, and paraprofessionals. The EESAC recommended purchasing additional classroom libraries, accelerated reader books and tests, decodable books, Soar to Success and Early Success kits, and tangible rewards to help support the schoolwide discipline plan.

Training:

The EESAC recommends future training in the new Comprehensive Reading Plan, Florida's Formula for Reading Success, classroom assessment, using assessment data to drive instruction, high quality reading and math instructional strategies including use of manipulatives, differentiated instruction, intervention for reading and math, and the use of the technology including Reading Plus and the Student Performance Indicators (SPI) website

Instructional Materials:

The EESAC recommends the use of EESAC and Title 1 funds to purchase additional literacy materials including classroom libraries, accelerated reader books and tests, decodable books, Soar to Success and Early Success kits, and Voyager Passport kits.

Technology:

The EESAC recommends upgrading computer hardware and software. The EESAC also supports the use of the Reading Plus reading program, FCAT Explorer, Student Performance Indicators (SPI) website, Accelerated Reader, Edusoft, and a schoolwide data collection system.

Staffing:

The EESAC recommends hiring additional teachers and/or paraprofessionals to provide focused intervention to targeted students and to assist classroom teachers with small group, differentiated instruction.

Student Support Services:

The EESAC recommends the continued use of Guidance Counseling programs including small group sessions with the Guidance Counselor and the school Social Worker, as well as networking with outside agencies to provide services for students and families. The EESAC recognizes the importance of parent communication, Child Study Teams, a School Safety Patrol and Student Council.

Other Matters of Resource Allocation:

Benchmarking:

The EESAC recommends networking with higher performing schools of similar demographics in order to share knowledge and best practices. The EESAC recommends the continued participation of teachers in the University of Florida Lastinger Center Teacher Fellowship, and the continued partnership in the Kellogg Foundation SPARK Florida (Supporting Partnerships to Assure Ready Kids).

School Safety & Discipline:

The EESAC supports the school-wide discipline plan and the adherence to all safety procedures throughout the school.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent