
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1561 - Earlington Heights Elementary School

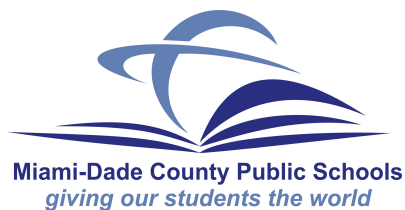
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Gwendolyn Bryant

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Earlington Heights Elementary School

Earlington Heights Elementary School is a school located in a densely populated inner city neighborhood. It has been identified as a School of Controlled Choice serving pre-kindergarten through grade five students selected from the Earlington Heights, former Floral Heights, and Melrose Elementary School attendance boundaries. The student population consists of 80.9 percent African American, 18.6 percent Hispanic and 0.5 percent Other. Earlington Heights has a school-wide Title I Program with 98.7 percent of the students qualifying for free or reduced lunch. Students receiving limited English proficient (LEP) services total 8.2 percent of the school's population and special education students (SPED) total 11.2 percent. Earlington Heights Elementary School offers students, in grades kindergarten through fifth, International Education studies modeled after the success proven International Baccalaureate Primary Years Program where students learn to locate, interpret and evaluate information about our world and other cultures. It also offers selected students in grades three through five, two Academic Excellence Programs, one that focuses on hands-on science and one on higher-order thinking through chess. This is the second year, the school has offered an Extended Foreign Language Program for students in grades kindergarten and first. This school year the program has been extended to second grade.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

1. Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 % their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

2. Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

3. Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2005-2006 and the 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 10% increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will improve their running skills as evidenced by a five percent of the students meeting high standards in the running one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language program in grades kindergarten through second grade, will increase by 5% during the 2006-2007 school year as compared to the 2005-2006 school year.

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 21st percentile in 2004-2005 to the 22nd percentile on the next publication of the index.

The results of the 2006 Organizational Performance Improvement Snapshot (OPIS) survey, completed by the school's employees identified a need for improvement in strategic planning and business results. This selection is based on the fact that these two areas showed the lowest average scores in the overall item rankings. The school will improve the area of strategic planning by providing more opportunities for staff participation in developing school wide goals. More staff members will be invited to actively participate in the development and writing of the school's instructional focus calendar. The school will improve the area of business results by providing opportunities for staff participation in decision-making as it relates to expenditures in specific areas of the school's finance. The school finance committee will provide input and make recommendations related to certain areas of the school's budget.

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.

Earlington Heights Elementary School

VISION

All stakeholders of Earlington Heights Elementary School envision a learning environment that nurtures and encourages students to achieve their full potential as life long learners who become productive citizens and leaders.

MISSION

The staff, parents and community of Earlington Heights Elementary School believe all students have the right and ability to learn. We are committed to providing a solid educational foundation for our students so they may achieve their highest academic potential, while maintaining steady, positive growth. The principal frames the school's vision and mission to turn them into reality with strong instructional leadership.

CORE VALUES

Responsibility

We strive to develop concerned and caring citizens who not only show compassion for themselves, but for their school and community.

Achievement

We pursue high standards of excellence so that our students realize their full potential to make appropriate decisions and choices.

Commitment

We foster the commitment of students to learn, persevere and show self-discipline and responsibility.

Independence

We encourage the development of sensitivity towards differences and diversity in the world and being responsive to the needs of others.

School Demographics

The faculty and staff at Earlington Heights Elementary School believe all students have a right and ability to learn. With a commitment to success and learning, we provide the best educational opportunities where all students achieve their highest academic potential. Earlington Heights is currently a "C" school not meeting Adequate Yearly Progress. Earlington Heights Elementary School is located at 4750 NW 22nd Avenue in a densely populated inner city neighborhood. It has been identified as a School of Controlled Choice serving pre-kindergarten through grade five from the Earlington Heights and Melrose Elementary School attendance boundaries. Earlington Heights is also a designated School of Choice featuring International Education studies, with district-wide open enrollment. As a Title I Program school, Earlington Heights is provided with supplemental funding to close the achievement gap between disadvantaged students and their peers. The school is housed in a beautifully landscaped nineteen thirties coral structure on seven acres of land. Earlington Heights has several structural needs which include a physical education pavilion, an adequate bus drop-off area, Americans with Disability Act compliances, drainage and various renovations associated with an over sixty year old facility.

Earlington Heights Elementary School serves approximately 500 students. From this population, 80.9 percent are African American, 18.6 percent Hispanic and 0.5 percent Other. Earlington Heights has 96.1 percent economically disadvantaged students qualifying for free or reduced lunch. Students receiving standard curriculum total 87.6 percent, those receiving limited English proficient (LEP) services total 12 percent, and those receiving Special Education services total 20.5 percent. Earlington Heights addresses a high mobility rate of 35 percent with reduced class-size school wide. Promoted fifth grade students attend Brownsville Middle School, a school servicing over 1,200 students. Teacher-student ratios at Earlington Heights are currently 1:20 and approximately 98 percent of the students wear the mandatory school uniform.

The dedicated faculty and staff demographics include 60 full-time members. These include a principal, an assistant principal and 26 classroom teachers. Additional instructional support staff includes a Reading Coach, a Math Resource teacher, a Science Resource teacher, a Technology Resource teacher, an International Baccalaureate coordinator, three classroom paraprofessionals, and a temporary pool instructor. Non-instructional staff includes four clerical, two security monitors, a food service manager and four custodians. Twenty-seven percent of the instructional staff holds a Master's and/or Specialist's degree. Seventy-three percent is female and 27 percent is male. The ethnicity breakdown includes eight percent White, 51 percent African American, 40 percent Hispanic and one percent Asian. Currently, for the 2006-2007 school year, there are eleven beginning teachers, two of which are Miami Teaching Fellows members. Earlington Heights receives various itinerant services from a Speech Pathologist, Staffing Specialist, Psychologist, Micro-Systems Technician and a Zone Mechanic.

Many staff members assume leadership roles as Leadership Team members, Department Chairs, Grade-group Team Leaders, Safety Patrol Sponsor, Committee Chairs, EESAC Officers, African American Advocates, New Teacher Mentors, Professional Growth Team Leaders, Community Partners' Liaison, Clinical Teachers, Teacher Trainers, Youth Fair Liaison, Grant Writers and PTA Board Members. All teachers implement a yearly Professional Development Plan based on student performance data which includes extensive staff development in the areas of the Sunshine State Standards, Technology, Data Analysis, Classroom Management, School Safety and/or Family Involvement.

Earlington Heights Elementary School has made various accomplishments throughout the years. In 1999-2000 and 2002-2003, the school received the District's School Recognition Gold Award designated for schools improving by at least one performance grade. In 2000-2001, the school received the District's School Recognition Silver Award designated for schools that made exceptional gains in two of the three main areas tested on the Florida Comprehensive Assessment Test (FCAT). Scores from the 2004 administration of the FCAT earned the school the Florida School Recognition Award for innovation and commitment to achieving high academic performance for all students. In addition to Title I funding, the school received the I Choose! grant through the U.S. Department of Education as one of eight school programs. This grant is designed to significantly expand the

availability of high quality public school choice options of Miami-Dade County parents. Through this grant, Earlington Heights offers students, in grades kindergarten through fifth grade, International Education studies modeled after the success proven International Baccalaureate Primary Years Program where students learn to locate, interpret and evaluate information about our world and other cultures.

Earlington Heights enjoys support from a number of community-based organizations and local businesses. Their contributions include school supplies, school uniforms, book-bags, tutoring, mentoring, specifically dedicated funds, bicycles, gift certificates and other various needed items.

The Educational Excellence School Advisory Council (EESAC) meets monthly to help in the decision-making related to the implementation of school improvement and accountability. The 2005 Parent Climate Survey indicates that 91 percent of parents feel that Earlington Heights is effectively teaching the students the basic skills in Reading, Writing, Mathematics and Science. Additionally, it teaches students to use computers, think critically, use good study habits and interact effectively within a diverse population. The Student Climate Survey also indicates that 89 percent of the students feel that they are getting a good education at Earlington Heights.

Earlington Heights conducts many school activities unique to our school. The Just-a-Cup-of-Coffee/Pledge event is held the first Wednesday of each month. The pledge and morning announcements are delivered from the courtyard live in front of the entire school. Students of the Month are honored and presented certificates. Parents enjoy a cup of coffee and receive pertinent parental involvement information. Our Mentoring Matters Staff Mentorship program pairs staff members with students who are at risk of having a less productive school year than expected. Year round activities are scheduled, including an orientation breakfast and an end-of-year luncheon. Portfolios are featured for sharing and used as mementos. The Enrichment Book Club is a literary club designed to help students scoring FCAT Level 3 and above to maintain high frequency of opportunities to read grade level and above literature using various genres and research experiences. The Reading for Entertainment At Lunch (R.E.A.L) Program encourages students to read in the cafeteria and earn coupons for weekly drawings. Other special Earlington Heights' events, programs and activities include: Career Day, Honor Roll and FCAT Awards Programs, FCAT Science Laboratory, Week-At-A-Glance Earlington Heights Bulletin, and the Monthly Parent/Student Calendar Newsletter.

Student attendance poses challenges yearly. The principal and the attendance committee meet quarterly to plan, implement and monitor attendance improvement activities. The school utilizes an automated attendance system that makes daily contact with parents of students who are absent from school. The counselor and the Community Involvement Specialist (CIS) monitor and analyze the daily attendance bulletin reports to identify patterns and rates of absences among students. Counseling is provided to students with excessive absences and the CIS makes home visits to confer and offer support and assistance to the family. Additionally, the following attendance incentives are implemented to encourage students to come to school throughout the year. For example, end-of-the-year trophies, certificates, bicycle drawings, school dances and 100% attendance classroom flags.

Parental involvement is another area that presents an ongoing challenge. There is very limited parent participation in any school activity. A Parent Involvement Committee comprised of a teacher from each grade level has been established to develop and implement ideas to promote attendance and participation among parents. Parent workshops are scheduled during the day, as well as in the evening to accommodate varying schedules. Additionally, the Parent Teacher Association (PTA) meetings are scheduled collaboratively with evening workshops as a convenience and to promote greater attendance. Our ultimate goal is to increase parental involvement in all school functions.

School Foundation

Leadership:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.2 in this category demonstrates that the school's administration is effective in providing direction and focus. It supports and encourages suggestions. It provides opportunities for professional growth and career advancement. The administration will continue to work collaboratively with its stakeholders and provide professional development opportunities.

District Strategic Planning Alignment:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 3.9 indicates this is in area for improvement. The staff feels they have a lack of knowledge of the school's goals and objectives. This area will be addressed through collaborative planning and goal setting sessions where all stakeholders will have an opportunity to generate ideas and make informed decisions.

Stakeholder Engagement:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.2 reflect staff's awareness of the importance of building and maintaining relationships with key stakeholders. They indicate knowledge of key factors that lead to customer satisfaction.

Faculty & Staff:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 3.9 indicates this is an area for improvement. The responses indicate that staff should be encouraged to offer suggestions for improving and enhancing their job responsibilities, resulting in cooperation and collaboration among the group. Beginning teachers will continue to be mentored through the Professional Growth Teams and will participate in the Beginning Teacher Program coordinated through the Office of Professional Development. Staff will also be encouraged to attend professional development workshops and be provided with sufficient resources to successfully fulfill their job.

Data/Information/Knowledge Management:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.3 indicates that job performances and the evaluation of its effectiveness is data driven.

Education Design:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.0 indicates that the staff has all of the resources, support and assistance needed to perform their job responsibilities. However, this area will continue to be worked on in order to ensure that the staff acquires sufficient data in order to provide feedback on the quality of their work as it relates to student achievement.

Performance Results:

Based on the findings of the Organizational Performance Improvement Snapshot (OPIS) survey, an average score of 4.0 indicates the staff has some knowledge of the school's financial status. The staff will be kept informed of the financial decisions and financial status of the school.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

The 2006 Florida Comprehensive Assessment Test (FCAT) Reading results reflected a seven percent decrease in students achieving learning gains and a 16 percent decrease in students achieving high standards when compared with the 2005 FCAT Reading test scores. However, fifty-six percent of the student population in grades three through five scored at Level 1 or 2. A content area analysis of the results in grades three through five reflects a need for improvement in the following areas: students in grade three on Words/Phrases, and Main Idea/ Author's Purpose; students in grade four on Words/Phrases, and Reference/Research; while students in grade five on Words & Phrases, Main Idea/Author's Purpose. Participation rate was 100 percent for the 2005-2006 Florida Comprehensive Assessment Test (FCAT). Specific data from the Adequately Yearly Progress (AYP)Report, under the No Child Left Behind (NCLB) Act, indicates that 44 percent of the students at Earlington Heights Elementary School scored at or above grade level in the 2006 FCAT Reading Test. Additionally, students identified under the NO CHILD LEFT BEHIND Act met federal standards by scoring at or above grade level as follows: 44 percent in the African-American, 53 percent in the Hispanic, and 44 percent in the Economically Disadvantaged subgroups.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Model school wide to increase student achievement in reading.	Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Align Instructional Focus Calendar for grades kindergarten through five with the Houghton Mifflin Reading Series to improve student achievement and promote inquiry based learning through the utilization of IB strategies.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in the Accelerated Reader program in grades two through five to increase reading comprehension and build stamina on reading proficiency.	Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement Book Club for students in grades three through five scoring at Levels 3 and above to provide enrichment.	Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide tutorial services for students in grades three through five scoring at Levels 1 and 2, during speical areas, utilizing Reading Plus to provide immediate intensive intervention.	Reading Coach Technology Facilitator	8/14/2006	5/30/2007	District-wide literacy plan	\$9000.00
Implement Extended Day and Saturday School tutorial services for students in grades three through five scoring at Levels 1 and 2 in all subgroups to provide further intervention on the following benchmark clusters: words/phrases, comparisons, main idea/purpose, and reference/research.	Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$12000.00
Provide computer-assisted instruction for students in kindergarten through five, using software i.e. SuccessMaker Enterprise, for additional practice in the benchmark cluster of words/phrases, author's purpose and reference/research.	Computer Lab Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

The school will utilize the following programs:

Houghton Mifflin Reading Series

Early Success

Soar to Success

Fast ForWord Language

Quick Reads

SuccessMaker Enterprise

Voyager Passport

Reading Plus

Riverdeep

Professional Development

The following professional development offered at the school, region, and/or district level will be utilized:

Differentiated Instruction

Item Specifications for Reading

Best Practices for Reading

Houghton Mifflin Reading Series

FCAT Reading

SuccessMaker Enterprise

Accelerated Reader

FLKRS/ECHOS

DIBELS

Reading Plus

CRISS

Reciprocal Teaching

Evaluation

1.This objective will be evaluated by comparing scores on the 2007 FCAT Reading Test to the 2006 FCAT Reading Test.

2.DIBELS assessments will provide ongoing evaluative data which will be used to guide instruction toward achievement of this objective.

3.Data generated on reports from the computer programs will be reviewed to ensure success.

4.Attendance records and bi-weekly assessment results for the Extended Day and pull-out services will be reviewed to monitor student progress.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics results reflected a 14 percent decrease in students achieving high standards when compared with the 2005 test scores. Sixty-two percent of the student population in grades three through five scored below the state-mandated criteria by scoring at Level 1 or 2 on the FCAT Mathematics. A content area analysis of the results in grades three through five reflects a need for improvement in all the mathematics strands. Participation rate was 100 percent for the 2005-2006 Florida Comprehensive Assessment Test (FCAT). Specific data from the Adequately Yearly Progress (AYP) Report, under the No Child Left Behind (NCLB) Act, indicates that 38 percent of the students at Earlington Heights Elementary School scored at or above grade level in the 2006 FCAT Mathematics Test. Additionally, students identified under the NO CHILD LEFT BEHIND Act met federal standards by scoring at or above grade level as follows: 34 percent in the African-American, 51 percent in the Hispanic, 37 percent in the Economically Disadvantaged subgroups.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

1. Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 % their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.
2. Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.
3. Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent of the students achieving a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide computer-assisted instruction for students in grades kindergarten through five, using software i.e. SuccessMaker Enterprise, FCAT Explorer.	Computer Lab Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Align Instructional Focus Calendar for grades kindergarten through five with the District's suggested Mathematics Pacing Guide and the Scott Foresman Mathematics series to improve student achievement.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide daily practice for students in grades kindergarten through five, on basic operations, to develop mental mathematics skills.	Resource Teacher	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide Extended Day tutorial services to students scoring at Levels 1 and 2 in all subgroups, utilizing FCAT Coach, Mascot's FCAT to provide intervention on the five strands.	Administrators	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide activities that give students opportunities to apply mathematical concept in the real world.	Administrators, Resource Teacher, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Plan-Do-Study-Act (PDSA) Instructional Model school wide to increase student achievement in mathematics.	Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement daily activities, i.e., problem of the day, journal writing, and guided groups to	Resource Teacher	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

reinforce learned concepts and skills for students in grades kindergarten through five.					
Encourage students Level 3 and higher to participate in the Academic Excellence Program.	Administrators, SECME Coordinator	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize interim assessment data to monitor students' needs and develop intervention strategies to meet those needs	Administrators, Leadership Team	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize mathematics resource teacher to provide professional development activities, demonstration lessons, and provide support to grade level chairs and classroom teachers.	Administrators, Resource Teacher	8/14/2006	05/30/2007	Continuous Improvement Model	\$47500.00

Research-Based Programs

1. Mathematics textbook series
2. SuccessMaker

Professional Development

The following professional development opportunities at the school, region, and district level will be utilized.

1. Data analysis
2. FCAT Mathematics Item Specifications
3. SuccessMaker Enterprise

Evaluation

1. 2007 FCAT Mathematics Test
2. District Interim Benchmark Assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

The 2006 Florida Comprehensive Assessment Test (FCAT) Writing results indicate that 90 percent of students in grade four scored at 3.0 and higher, and 82 percent scored 3.5 and higher, averaging 86 percent meeting high standards in writing. In expository, 90 percent of the students scored a 3.5 or higher and 87 percent scored a 4.0 or higher. In narrative 74 percent scored a level 3.5 or higher and 59 percent scored a 4.0 or higher.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Model school wide to increase and maintain student achievement in writing.	Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Align school wide Instructional Focus Calendar for students in grades kindergarten through five with the Houghton Mifflin Reading Series to increase student knowledge of expository and narrative writing.	Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize bi-weekly prompts to implement intervention strategies in writing to remediate students who have been identified as the lowest performing, through small group instruction.	Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement daily journal writing for students in grades kindergarten through five to provide practice in the writing process.	Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement a Wednesday Writing Workshop for students in grade four, using the Florida Writing Assessment Practice Book that outlines keys to effective writing for the purpose of improving writing skills.	Grade Team Leader	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The school will utilize the following programs:

Houghton Mifflin Reading Series

SuccessMaker Writing

Professional Development

The following professional development opportunities provided at the school, region, and district level will be utilized:

FCAT Writing Rubric

Writing Pictures

Project DRAW

Four Squares

Evaluation

- 1.This objective will be evaluated by comparing scores on 2007 FCAT Writing Test to the 2006 FCAT Writing Test.
- 2.Results from the district interim assessments will be reviewed to monitor progress.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will be able to apply the scientific method.

Needs Assessment

The 2006 Florida Comprehensive Assessment Test (FCAT) Science content area analysis indicates that students in grade five scored 42 percent on the Physical and Chemical Science cluster, a zero percent increase; 38 percent on the Life and Environmental Sciences cluster, a zero percent increase; 42 percent on the Scientific Thinking cluster, a zero percent increase; and 36 percent on the Earth and Space Sciences cluster, a zero percent increase, when compared to the 2005 FCAT science test. Sixty-seven percent of the students scored at a Level 1, 26 percent scored at a Level 2, and 7 percent scored at a Level 3.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Model to increase student achievement in science.	Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the science lab with students in grades kindergarten through five to provide bi-weekly hands-on/inquiry-based investigations that promote higher order thinking skills.	Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Align school wide Instructional Focus Calendar for grades kindergarten through five with the District's suggested Science Long-Range Plans and the Harcourt Brace Science series to improve student achievement.	Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide computer-assisted instruction for students in grades four and five, using software i.e. Discovery Science, as additional practice of the science strands.	Computer Lab Teacher	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement the Academic Excellence Hands-On Science Program, for students in grades three through five meeting high standards of achievement, as an enrichment activity that emphasizes higher order thinking skills.	Grade 5 Team Leader	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Maintain butterfly garden on school grounds for students in grades kindergarten through five to provide hands-on experience in the following clusters: Scientific Thinking and Life/Environmental Science by observing and collecting data.	Grade 5 Team Leader Science Teachers	08/14/2006	05/30/007	Continuous Improvement Model	\$0.00
Host annual school wide Science Fair to showcase student acquired skills.	Science Fair Chairperson Science Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize science resource teacher to provide professional development activities, demonstrate lessons, and provide support to grade level chairs and classroom teachers.	Administrator, Resource Teacher	8/14/2006	05/30/2007	District Strategic Plan	\$47500.00

Research-Based Programs

Harcourt Brace Series

SuccessMaker

Riverdeep

Professional Development

The following professional development opportunities provided at the school, region, and district level will be utilized:

Inquiry-based Instruction

Hands-on approach to learning

Technology-based science instruction

Evaluation

- 1.This objective will be evaluated by comparing scores on 2007 FCAT Science Test to the 2006 FCAT Science Test.
- 2.Results of the tri-weekly strand assessments will be reviewed to monitor progress.

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.)

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

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

GOAL 5 STATEMENT:

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

Needs Assessment

The results of the 2005-2006 Title I Parent Outreach Monthly School Report indicate that an average of six percent of all parents attended school sponsored events i.e. parent workshops, recognition programs and advisory meetings. The 2006-2007 Title I Parent Outreach Monthly School Report will need to show a ten percent increase in the number of parents participating in school related activities as supporters, learners, and advisors, in order to promote student achievement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2005-2006 and the 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase participation of parents in the volunteer program through school wide recruitment.	Counselor Community Involvement Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Plan, advertise and deliver monthly family support workshops to help equip parents with skills to assist in student achievement using the data gathered from the beginning of the year parent survey.	Parent Involvement Committee Chair	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Encourage parents to participate in Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA).	EESAC Chair	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Disseminate monthly parent newsletter/calendar, in students' home language, to include school related events, tests schedules, school policies and student/parent recognitions to improve home-school communications.	Administrator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide opportunities for parents to complete a feedback survey after every school related event to ensure improvement of future events.	Community Involvement Specialist	08/14/2006	05/30/2007	Small Learning Communities	\$0.00
Establish a Title One Parent Contract with parents to collaborate in the educational process by reinforcing Reading, Writing, Mathematics, and Science at home, as well as, participate in school-related activities.	Administrator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide and maintain a Parent Resource Center. Additionally, parents will be encouraged to use the resources available through the Parent Academy to check out instructional materials and use them at home.	Community Involvement Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities offered at the school, region, and district level will be utilized:

Engage the Community Involvement Specialist

Customer Service

Community Involvement

Families Building Better Readers Overview

National P.T.A. Standard IV Overview

District, State, National conferences

Evaluation

1.This objective will be evaluated by comparing data from the 2006-2007 Title I Parent Outreach Monthly School Report to the 2005-2006 Title I Parent Outreach Monthly School Report.

2.Parental Involvement logs, sign-in sheets and surveys will be used to monitor progress monthly.

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.)

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The schools provide a safe and disciplined environment for all students.

Needs Assessment

Analysis of data indicates that one of the areas of need is to improve student behavior school-wide. This is evident through the report of Student Case Management. The report indicates that 154 students were referred for general disruptive conduct in the 2005-2006 school year. An analysis of this report indicates a need for a decrease in the behaviors exhibited by the students. Decreasing negative behaviors will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a school-wide discipline plan to provide uniformity in expectant behaviors.	Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize COLOR Chart on a daily basis to monitor student behavior.	Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Coordinate student participation in the Project Drug Abuse Resistance Education (DARE) Program to provide skills to avoid involvement in drugs, gangs and violence.	Administrator	3/12/2007	5/30/2007	Continuous Improvement Model	\$0.00
Provide seminars given by School Resource Officer in order to promote positive values, character, and behaviors.	Administrator/School Resource Officer	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide one-on-one and group counseling for students with excessive number of Case Management referrals to improve behavior.	School Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Character Education in grades kindergarten through five to develop good citizenship.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement School Safety Patrol Program to maintain a safe environment.	Safety Patrol Advisor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The following professional development opportunities provided by the school, region, and district will be utilized:

Classroom Management

Functional Assessment Behavior

Positive Behavior Support

Creating a Customized and Highly Effective Classroom

Evaluation

1.This objective will be evaluated by comparing referral data from 2006-2007 to the referral data from 2005-2006.

2.Referrals will be reviewed quarterly by the discipline committee to provide further support to teachers and students.

3.Character Education logs will be reviewed monthly to monitor participation.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

The end of the year data for 2005-2006 on the usage of the SuccessMaker software for Reading and Mathematics indicates that students had a mean usage time of 10.9 hours. Furthermore, data also reflects that students in Kindergarten had a usage mean time of 7.5, in First Grade 9.1, in Second Grade 10.8, in Third Grade 12.6, in Fourth Grade 10.5 and in Fifth Grade 16.9. Technology resources will be used to enhance learning and promote use of technology, vitally needed to compete in our global economy.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 10% increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize software for students in kindergarten for 7 minutes, grade one for 10 minutes, grade two for 12 minutes and grades three through five for 15 minutes in reading and mathematics to provide daily opportunities to utilize technology.	Computer Lab Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide inservice to teachers to stress the benefits of technology daily usage.	Administrator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Monitor the usage of technology weekly to assist teachers on ways to increase usage.	Computer Lab Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide incentives for students to encourage the use of technology for the allocated time daily.	Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze 2005-2006 students' time-on-task results of SuccessMaker with individual teachers of reading and mathematics to identify target increase need.	Administrator	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement the Plan-Do-Study-Act (PDSA) Instructional Model to increase student usage of Technology.	Technolgy Specialist, Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

SuccessMaker Enterprise

Reading Plus

Fast ForWord

Professional Development

1. Provide professional development on the implementation and updates of the SuccessMaker Enterprise to encourage its use as an enhancement for Reading and Mathematics achievement.
2. Provide professional development on computer access to increase comfort level of teachers.

Evaluation

1. This objective will be evaluated by comparing usage records from 2007 to those of 2006.
2. Time on task reports will be reviewed by the Technology Specialist to monitor progress and additional support needed.
3. SuccessMaker and Reading Plus reports will be analyzed in order to monitor usage and student progress.

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

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2005-2006 FITNESSGRAM, 88 percent of students in grades four and five had passing scores. These results indicate a need for students to continue to be more physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades two through five will improve their running skills as evidenced by a five percent of the students meeting high standards in the running one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education Team Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide daily activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance to promote physical fitness and align activities to Sunshine State Standards for reading, math and science.	Physical Education Team Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities in order to prepare for the FITNESSGRAM: <ul style="list-style-type: none"> • one mile run • 20 crunches in one minute • 10 push-ups in one minute • Body stretching for flexibility 	Physical Education Team Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in hygiene to raise health consciousness.	Physical Education Team Leader	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities, specifically related to assessment component items, which would enhance specificity of training.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

FITNESSGRAM Activities

Jump for Heart

American Red Cross-Whales'Tales (Water Safety)

Safe Walk

Evaluation

1. This objective will be evaluated by comparing 2007 FITNESSGRAM results to the 2006 FITNESSGRAM results.
2. Pre and post-test results will be reviewed to monitor progress.

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

GOAL 9 STATEMENT:

Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Based on the need to increase global understanding of cross-cultural issues, students would benefit from communicating in more than one language. The ability to communicate in more than one language contributes to an enriched, responsible and meaningful life.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language program in grades kindergarten through second grade, will increase by 5% during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in school and District bilingual competitions, to promote second language acquisition.	Spanish Teacher	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide five hours per week of Spanish language instruction to selected students in grades kindergarten through second grade to promote fluency.	EFL Teachers	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide extended hands-on experiences for students to increase cultural awareness through planned, relevant excursions outside the school setting.	Lead Teacher	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Infuse International Curriculum throughout the school year to raise global awareness.	Lead Teacher	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Implement the Extended Foreign Language Program in grades kindergarten through second grade to promote knowledge of Spanish and the Hispanic culture.	EFL Teacher	8/14/2006	5/30/2007	Dual Language Education	\$0.00

Research-Based Programs

Muy Bien World Languages Program

Pan y Canela World Languages Program

La Cartilla

Professional Development

The following professional development opportunities provided at the school, region, and district will be utilized:

1. Extended Foreign Language Program.
2. Training on the use of Supplemental Materials/Programs
3. Bilingual and World Languages Department training.
4. International Baccalaureate Program (IBPYP).

Evaluation

The objective will be evaluated by comparing the 2006-2007 Full Time Equivalent Report to 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

GOAL 10 STATEMENT:

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 21 percentile to the 22 percentile on the next publication of the index.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Earlington Heights Elementary School ranked at the 21st percentile on the State of Florida ROI index.

Measurable Objective

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 21st percentile in 2004-2005 to the 22nd percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundations, volunteer networks.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data to target specific areas for improvement and make purchases that will assist in improving student achievement	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/14/2006	05/24/2006	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Earlington Heights Elementary School will show progress toward reaching the 22nd percentile.

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:

A mini-budget inservice was conducted in Spring 2006. Additional training will be provided for the new members of the 2006-2007 EESAC. The EESAC reviewed procedures for school purchases and made fund allocation expenditures.

Training:

EESAC Chair attended EESAC Chairs' Workshop and shared information with EESAC members.

Instructional Materials:

EESAC allocated \$2000.00 to school's media center for use with matching funds program and approved funds for student enrichment activities.

Technology:

EESAC members had accessibility to download pertinent school improvement data in the school's media center and computer lab in order to determine student achievement progress and needs assessments for the School Improvement Plan.

Staffing:

EESAC representatives participated in the interviewing process for new teachers.

Student Support Services:

EESAC representatives attended family support meetings and parent workshops. Funds were allocated to purchase special incentives for the recognition of student achievement.

Other Matters of Resource Allocation:

Not Applicable

Benchmarking:

Members of the EESAC met to review and conduct a needs assessment based on the effectiveness of the School Improvement Plan. An EESAC representative participated in the development of the Instructional Focus Calendar, outlining benchmark activities for grades kindergarten through five.

School Safety & Discipline:

Members of the EESAC addressed school safety concerns presented by members of the school community.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$21,000.00
Goal 2: Mathematics	\$47,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$47,500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$116,000.00

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