
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1801 - Fairlawn Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Amelia Leth

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Fairlawn Elementary School

Fairlawn Elementary Community School was established in 1951 and currently serves 698 students in pre-kindergarten through fifth grade. The school is in the Coral Gables Feeder Pattern, and is an example of a successfully integrated school with students from a variety of cultural and economic backgrounds: 97% Hispanic, 2% White, and less than 1% Multi-racial students. Seventy-five percent of students receive free or reduced lunch. The percentage of English Language Learners (ELL) is 45%, with 71 Level 1, 62 Level 2, 81 Level 3, and 94 Level 4 students. The percentage of students in Special Education (SPED) Services is 12%, with 40 being Specific Learning Disabled, 7 Speech Impaired, and 31 Gifted students.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 85% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 74% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by a one percentage point gain on the 2007 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 35% of students scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Science Test.

Given the need to establish a link between school, home, and community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5% when compared to the 2005-2006 school year as evidenced by student and parent participation rosters.

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by two students when compared to the 2005-2006 school year.

Given the need to develop, reinforce, and improve student technology skills, the percent of student usage hours for Riverdeep will increase to 96 hours.

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level by three percentage points on the 2007 FITNESSGRAM in order to obtain a level of Gold or Silver as compared to the 2005-2006 school year.

Given the need to develop music appreciation, provide opportunities to perform, and raise self-esteem, the number of students participating in musical performances in grades two through five will increase by 5% during the 2006-2007 school year as compared to the 2005-2006 school year.

Fairlawn Elementary Community School will improve on the State of Florida ROI index publication from the 67th percentile in 2004-2005 to the 68th percentile on the upcoming publication of the index.

Fairlawn Elementary Community School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this document as school-wide priorities for the 2006-2007 school year. The EESAC also analyzed the September 2006 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Strategic Planning and Process Management, both scoring 4.2 out of 5.0 possible points. In order to improve the areas of both Strategic Planning and Process Management, the school will continue to conduct Literacy Leadership Team meetings as well as grade-level meetings to ensure that staff input is a priority and that important information is disseminated efficiently and effectively.

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.

Fairlawn Elementary School

VISION

At Fairlawn Elementary Community School, caring and learning go hand in hand. We have high expectations for our students and are committed to providing a challenging educational environment. It is our firm belief that all of our students will learn and develop confidence in their ability to succeed. The staff, parents, and community envision the intellectual development of our students through cooperative learning and effective instruction. This will maximize our educational efforts while being responsive to the diverse needs of each learner. At Fairlawn Elementary Community School our after school programs will serve as an extension of the school day by integrating basic concepts and relevant curriculum.

MISSION

To accomplish the goals set forth in our school's vision, the staff, parents, and community partners of Fairlawn Elementary Community School have established the following mission: increase collaboration among staff to promote professional development, mentor and coach, maintain high staff morale, and enhance teaching and learning practices to create a productive working relationship with our community.

We will target less proficient students in each of the academic areas so that they, too, can become fluent readers, accomplished writers, critical and creative thinkers, problem solvers, scientific investigators, and productive citizens in society.

Communication between home and school will be enhanced through a variety of media in an effort to increase and improve the quality of parental involvement at the school.

CORE VALUES

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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.

School Demographics

Fairlawn Elementary Community School was established in 1951 and is a Title I funded school which currently serves 698 students in pre-kindergarten through fifth grade. The school is located in a predominantly Hispanic community in Miami-Dade County serving students from first and second generation immigrants with a wide variety of cultural and economic backgrounds: 97% Hispanic, 2% White, and less than 1% Multi-racial. The student population is comprised of 75% receiving free or reduced lunch recipients. There are 45% English Language Learner (ELL) and 12% Special Education (SPED) students serviced at our school. The mobility rate at Fairlawn Elementary Community School fluctuates by 24%.

Of the teaching staff, Fairlawn Elementary Community School employs 65 full-time staff members and 25 part-time staff members. The breakdown of full-time staff is as follows: 3 administrators, 1 guidance counselor, 1 reading coach, 1 media specialist, 1 paraprofessional, 1 security monitor, 4 clerical, 3 custodial, 1 cafeteria manager, and 50 teachers. The breakdown of teachers is as follows: 5 exceptional education, 11 special area, and 34 classroom teachers (6 are new to this school and 34 hold advanced degrees including 2 who are National Board certified). The breakdown of part-time staff is as follows: 9 classroom paraprofessionals, 11 cafeteria workers, 1 community involvement specialist, 1 social worker, 1 clerical, 1 security monitor, and 1 custodial service worker.

Fairlawn Elementary Community School has an Extended Foreign Language (EFL) Spanish program for students in grades kindergarten through five. The school also provides two Academic Excellence Programs targeting journalism and broadcasting and a school-wide Title 1 Chess Club. In 2004, the school was awarded the Miami-Dade County Public Schools' Platinum Award for Superior Performance Excellence. In 2005, Fairlawn Elementary Community School was recognized as one of the top three schools in Regional Center 4 attaining the highest learning gains.

Teacher Mentoring

Fairlawn Elementary Community School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's Instructional Professional Evaluation and Growth System (IPEGS) manual. At the start of the school year, new teachers are identified and scheduled to participate in both district and school-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their positions. All beginning teachers are provided with the school handbook, M-DCPS handbook, and opening of school materials prior to the returning of tenured staff. As a result, beginning teachers have additional time to familiarize themselves with policies and procedures. All new staff members are provided with a school tour, assigned a mentor teacher, and scheduled for frequent meetings with members of the administrative team. All first year annual contract teachers are assigned a Professional Growth Team comprised of members who are mutually agreed upon by staff and administration.

School-Wide Improvement Model

Fairlawn Elementary Community School will use the 8-Step Continuous Improvement Model (CIM). This model is comprised of an 8-step data-driven process that assesses students on a regular basis for enrichment and remediation, as identified by the Literacy Leadership Team to follow the Curriculum Pacing Guides. These steps include the following: test scores, desegregation of data, timeline development, instructional focus, assessment, tutorials, enrichments, maintenance, and weekly monitoring of students' progress during grade level meetings. This model will be implemented along with professional development for the entire staff.

Educational Excellence School Advisory Council

The purpose of the Educational Excellence School Advisory Council (EESAC) of Fairlawn Elementary Community School is to collaboratively define a vision and establish goals for the improvement of student achievement. The ESSAC works cohesively with

the principal in the preparation and evaluation of the School Improvement Plan and fosters an environment conducive to strong academic achievement. The principal and elected members of the ESSAC use consensus management to improve the potential of every student.

Extended Learning Opportunities

The students at Fairlawn Elementary Community School are provided extended learning opportunities through the implementation of before, during, and after school tutorial programs. An Academic Excellence Program is offered to provide enrichment activities to address the needs of students in the area of writing and reading through journalism and broadcasting. Additionally, Fairlawn Elementary Community School provides an after school care program offering a variety of educational activities.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas the weakest in that section was the staff's opinion of the work environment, item 1c. Based on the aforementioned results, it is evident that the administration and the EESAC has collaboratively defined a vision and established goals for the improvement of student achievement. The administration and elected members of the EESAC use consensus management to improve the potential of every student.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was analyzing progress, item 2c, whereas the weakest in that section was the lack of staff input and ideas for the organization's future, item 2a. The organization provides several resources to the staff, including data from FCAT Test results from the previous year and interim assessments, to analyze student progress and plan specific instruction based on these results.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders and the ability to keep in touch with customers, items 3a and 3b respectively, whereas the weakest in that section was the staff's ability to ask their customers about the satisfaction/dissatisfaction of their work, item 3d. The staff at Fairlawn Elementary Community School provides extended opportunities to the parents in order to address remedial, basic, and advanced academic needs. The staff also maintains a log as required by IPEGS, tracking stakeholder contacts and monitoring student progress between contacts.

Faculty & Staff:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the safeness of the workplace, item 5e, whereas the weakest in that section was the individual recognition of work performed by staff members, item 5d. The organization is dedicated to ensuring the school is a safe environment for all staff, stakeholders, and the community. Safety issues and concerns are heard and addressed at every EESAC meeting, and the administration is prompt in resolving all matters.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the ability to measure the quality of their work, analyze the quality of their work, and use the analysis for making decisions, items 4a, 4b, and 4c respectively, whereas the weakest in that section was acquiring the important information needed to do their work and getting the important information to know how their work location is doing, items 4e and 4f respectively. The organization provides relevant classroom data to the staff so that they may interpret the results in order to determine

how effective their work has been. The staff, in turn, uses this information in making decisions as to instruction and evaluation in their classrooms.

Education Design:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Education Design/Process Management was the ability of the organization to provide an adequate process for staff members to complete their work, item 6c, whereas the weakest in that section was the staff members' ability to get all the resources needed to do their job, item 6a. The organization keeps the staff notified of the latest best practices relayed from the District and the State.

Performance Results:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance/Business Results was the staff members' ability to meet all requirements with high degree of excellence, item 7b, whereas the weakest in that section was the ability of the work location to remove things that get in the way of progress, item 7e. The organization has used the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, district and state guidelines, and best practices have helped improve the performances to achieve and maintain a grade 'A' in the Florida School Report Card.

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

GOAL 1 STATEMENT:

Students in grades three through five will score at or above Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 on the 2007 FCAT Reading Test.

Needs Assessment

Results of the 2006 FCAT Reading Test scores indicate that 83% of students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 26% of students in grade three, 29% of students in grade four, and 37% of students in grade five scored below FCAT Achievement Level 3. Our analysis of student performance on the 2006 FCAT Reading subtest data indicated that the weakest content cluster for grade three was Main Idea/Purpose at 64%, and the strongest content cluster was Reference/Research at 75%. Grade four demonstrated that the weakest content cluster was Reference/Research at 50% and the strongest content cluster was Words/Phrases at 67%. Fifth grade demonstrated that the weakest content cluster was Words/Phrases at 57%, and the strongest content clusters were both Comparisons and Reference/Research at 67%.

In order to address these targeted deficiencies, these students will receive supplemental instruction and will continue to utilize research-based resources that enhance Main Idea/Purpose in grade three, Reference/Research in grade four, and Words/Phrases in grade five, and strategies to improve overall reading skills.

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"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 85% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the 8-Step Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement district-provided programs such as Riverdeep during Center Activities as evidenced by computer-generated data reports.	Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students in grades three through five scoring at Achievement Levels 1 and 2 including ELL and SPED on the FCAT Reading subtest and implement small group instruction reading intervention programs such as Voyager Passport, Soar to Success, and Early Success as evidenced by participation rosters.	Principal Assistant Principals Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Provide differentiated and flexible reading tutorial sessions before, during, and after school to FCAT Achievement Levels 1 and 2 students using Early Success, Soar to Success, and Voyager Passport to address students' learning needs that are evaluated by Retelling Protocols, Oral Reading Checks, and Benchmark Assessments.	Principal Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$2500.00
Conduct Parent/Teacher conferences in all grade levels to monitor student progress as evidenced by class assignment rosters and parental signatures.	Principal Assistant Principals Reading Coach Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program: Houghton Mifflin Reading Basal Series

Supplemental Programs: Get Set To Read and Riverdeep

Intervention Programs: Voyager Passport, Soar to Success, and Early Success

Professional Development

Training will be provided in the following areas:

1. Houghton Mifflin Reading Basal Series
2. Riverdeep
3. 8-Step Continuous Improvement Model
4. Reciprocal Teaching
5. Five Major Reading Components (Phonics, Phonological Awareness, Fluency, Vocabulary and Comprehension)
6. Differentiated Instruction
7. Voyager Passport, Early Success and Soar to Success

Evaluation

This objective will be evaluated using scores from the 2007 FCAT Reading Test. Scores/data from the District Reading Interim Assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Teacher lesson plans following the Instructional Performance and Evaluation Growth System (IPEGS) guidelines will be used to monitor student progress. Item analysis data provided by Edusoft software will also be used to monitor and assess 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 type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Students in grades three through five will score at or above FCAT Achievement Level 3 on the FCAT Mathematics Test.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 72% of students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 23% of students in grade three, 26% of students in grade four, and 39% of students in grade five scored below FCAT Achievement Level 3. An analysis of student performance on the 2006 FCAT Mathematics subtest data indicate that the weakest content cluster for grade three was Geometry at 57%, and the strongest content cluster was Algebraic Thinking at 67%. Students in grade four demonstrated that the weakest content cluster was Algebraic Thinking at 57%, and the strongest content clusters were Geometry and Data Analysis at 71%. Students in grade five demonstrated that the weakest content cluster was Algebraic Thinking at 45%, and the strongest content cluster was Measurement at 55%.

In order to address these targeted deficiencies, these students will receive supplemental instruction and will continue to utilize research-based resources that enhance Geometry in grade three and Algebraic Thinking in grades four and five to improve overall Mathematics skills.

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"/>												

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 74% scoring at FCAT Achievement 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		
Conduct Parent/Teacher conferences to monitor students' progress as evidenced by class assignment rosters and parental signatures.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide mathematics instruction using ELL and SPED strategies including the use of manipulatives as evidenced by weekly instructional lesson plans.	Principal Assistant Principals SPED Teachers ELL Teachers Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics subtest and implement small group instruction using technology programs such as FCAT Explorer, Riverdeep Mathematics, and Scott Foresman Series as evidenced by computer-generated data reports.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Math Dailies via closed circuit media as evidenced by teachers' weekly rosters.	Principal Assistant Principals Classroom Teachers Future Educator's of America Sponsor	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide differentiated and flexible mathematics tutorial sessions before, during, and after school to FCAT Achievement Levels 1 and 2 students using Voyager Math to address students' deficiencies and strengths as evaluated by Module Pre and Post Assessments, Benchmark Assessments, and Progress Monitoring Assessments.	Principal Assistant Principals	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Implement the 8-Step Continuous Improvement Model (CIM) as evidenced by grade level meeting agendas.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Core Program: Scott Foresman Mathematics Series

Supplemental Program: Riverdeep, Voyager Math

Professional Development

Training will be provided in the following areas:

1. Scott Foresman Mathematics Series
2. Riverdeep
3. 8-Step Continuous Improvement Model
4. District sponsored in-services by the Division of Mathematics
5. Voyager Math

Evaluation

This objective will be evaluated using scores from the 2007 FCAT Mathematics Test. Scores/data from the District Mathematics Interim Assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Teacher lesson plans using IPEGS guidelines will be used to monitor student progress with use of manipulatives. Item analysis data provided by Edusoft software will also be used to monitor and assess student progress.

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

GOAL 3 STATEMENT:

Students in grade four will score at or above the District mean on the FCAT Writing+ Test.

Needs Assessment

Results of the 2006 FCAT Writing scores indicate that 91% of students in grade four met state standards. Subtests indicate the mean score for writing was 3.9 in Narrative and 4.2 in Expository.

Students who did not meet criteria will continue to receive supplemental instruction and will be instructed using research-based resources that enhance effective writing skills.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by a one percentage point gain on the 2007 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse the Houghton Mifflin Reading/Writing Workshop as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide before, during, and after school tutorial sessions to FCAT Achievement Levels 1 and 2 students in grades three and four that target effective writing skills evaluated by monthly writing prompts.	Principal Assistant Principals Reading Coach	8/14/2006	5/30/2007	Small Learning Communities	\$5000.00
Incorporate a variety of writing genres including journal, expository, narrative, descriptive, and persuasive writing as evidenced by weekly instructional lesson plans.	Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate a variety of teacher and student generated graphic organizers as evidenced by weekly instructional lesson plans.	Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Infuse the writing process as evidenced by weekly instructional lesson plans.	Principal Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Core Program: Houghton Mifflin Reading/Writing Workshop

Supplemental Programs: Project Beginning Emergent Awareness in Reading (BEAR), Opening Minds with Literacy (OWL), and Developing Reading and Writing (DRAW)

Professional Development

Training will be conducted in the following areas:

1. FCAT Writing+
2. Houghton Mifflin Reading/Writing Workshop

Evaluation

This objective will be evaluated using scores on the 2007 FCAT Writing+ Test. Scores/data from the pre-test and the monthly writing prompts will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Teacher lesson plans which follow IPEGS guidelines will be used to monitor student 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 type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Students in grade five will score at or above FCAT Achievement Level 3 on the 2007 FCAT Science Test.

Needs Assessment

Scores on the 2006 FCAT Science Test indicate that 26% of the students in grade five scored at Achievement Level 3 or higher. Subtests indicate that the weakest content cluster for students in grade five was Earth and Space at 43%, and the strongest content clusters were Physical and Chemical Sciences and Scientific Thinking at 50% each.

In order to address the targeted deficiency of Earth and Space, these students will receive supplemental instruction and will continue to utilize research-based resources that enhance knowledge of Earth and Space in grade five and strategies to improve overall Science skills.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 35% of students scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan a Science Fair to provide students with an opportunity for inquiry-based learning as evidenced by rubric scores.	Principal Assistant Principals Science Fair Committee Math and Science Facilitator Classroom Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide dedicated space and resources for hands-on/inquiry-based investigations to support knowledge of the scientific method as evidenced by materials check-out log.	Principal Assistant Principals	8/14/2006	5/30/2007	Academic Teams	\$1200.00
Present student-generated science experiments via the closed circuit media as evidenced by media tapings.	Principal Classroom Teachers Technology Facilitator	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Implement District Science Pacing Guides and long range plans to ensure that all Sunshine State Standards are being taught through content area instruction as evidenced by weekly lesson plans.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve every child with hands-on investigative experiments using Full Option Science Systems (FOSS) kits that correlates with the District Pacing Guides of the science curriculum as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00

Research-Based Programs

Core Program: Harcourt Brace Science Basal Series

Supplemental Program: FOSS Kits

Professional Development

Training will be provided in the following areas:

1. Inquiry-based instruction
2. On-line scientific research
3. Full Option Science Systems (FOSS)

Evaluation

This objective will be evaluated using scores from the 2006 FCAT Science Test. Scores/data from the Science pre-test and post-test and Monthly Assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies. Results from the 2007 FCAT Science Test will be compared to data from the previous year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will improve parental involvement by promoting literacy and student achievement.

Needs Assessment

The 2005-2006 Parental Involvement Rosters at Fairlawn Elementary Community School indicate that 62% of parents participated in school functions. Results from the 2004-2005 School Climate Survey also indicate that 52% of the staff agreed that their ability to do the best possible job at the school is limited by the lack of concern/support from parents. Therefore, school-sponsored activities will be expanded.

Measurable Objective

Given the need to establish a link between school, home, and community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5% when compared to the 2005-2006 school year as evidenced by student and parent participation rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide workshops and activities to empower parents with the skills needed to assist students with home learning activities as evidenced by parent participation rosters.	Principal Assistant Principals Classroom Teachers Community Involvement Specialist	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Conduct Parent/Teacher conferences to monitor students' progress and encourage parental involvement as evidenced by class assignment rosters and parental signatures.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Notify parents using Connect Ed to inform them of resources offered both on and off campus by the Parent Academy as evidenced by parent participation rosters.	Principal Assistant Principals Reading Coach Classroom Teachers Community Involvement Specialist	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Organize Family Literacy Nights on a quarterly basis to involve families in literacy activities as evidenced by student/parent participation rosters.	Principal Assistant Principals Media Specialist Reading Coach Community Involvement Specialist	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Implement the Reading is Fundamental (RIF) literacy program for second grade students and their parents as evidenced by student/parent participation rosters.	Principal Assistant Principals Reading Coach Classroom Teachers Community Involvement Specialist	8/14/2006	05/30/2007	Communities of Practice	\$200.00
Implement Title I Parent Orientation as evidenced by parent participation rosters.	Principal Community Involvement Specialist PTA	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct Science Family Night to exhibit Science Fair Projects as evidenced by student/parent participation rosters.	Principal Community Involvement Specialist PTA Teachers Administration	8/14/2006	5/30/2007	Career Development Programs	\$0.00

Research-Based Programs

Core Programs: National Parent Teacher Association and the National Network of Partnership Schools
(Center on School, Family, and Community Partnerships)

Supplemental Programs: Reading is Fundamental

Professional Development

Training will be provided in the following areas:

1. Reading is Fundamental
2. Science Fair
3. Family Literacy
4. FCAT Prep Workshops

Evaluation

This objective will be evaluated by the number of parents/guardians who sign Parental Involvement Rosters at targeted parent workshops and activities such as Report Card Night, parent orientation meetings, Open House, and Family Literacy Night. The school will conduct parent/teacher conferences to monitor students' progress as evidenced by class assignment rosters and parental signatures.

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

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

GOAL 6 STATEMENT:

The school will maintain and promote a safe learning environment for all students.

Needs Assessment

Results from the 2005-2006 School Profile Report indicate that 2.4% of students served suspensions. In an effort to decrease the aforementioned suspension rate and promote a safe learning environment, the number of outdoor suspensions will decrease by two students.

Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by two students when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review, implement, and adhere to the Miami-Dade County Public Schools' Code of Student Conduct as evidenced by the opening of school agenda.	Principal Assistant Principals Classroom Teachers Parents	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer peer mentoring programs, from Future Educators of America (FEA) and school patrols, to students identified as having difficulties with interpersonal relationships and conflict resolution as evidenced by rosters.	Principal Assistant Principals Counselor FEA Sponsor	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Conduct motivational programs such as Do The Right Thing as evidenced by monthly nomination forms.	Principal Assistant Principals Counselor	8/14/2006	5/30/2007	School-to-Career	\$0.00
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems as evidenced by the Student Service Reports.	Principal Counselor Classroom Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement classroom discipline plans that focus on positive feedback and reinforcement as evidenced by posted classroom discipline charts.	Principal Assistant Principals Classroom Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

Core Program: Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by the number of students who received suspensions on the 2006-2007 School Profile Report.

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.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will provide technology access and develop proficiency skills for all students.

Needs Assessment

The need to develop, reinforce, and improve student technology skills is crucial. During the 2005-2006 school year, our students used the Miami Dade County Public School's adopted Riverdeep Program for a total of 48 hours.

The School Technology and Readiness Survey (STaR) from the Florida Department of Education will be used to help target our needs. The school will also involve the Administrative Team, Technology Mentor, Media Specialist, Reading Coach, EESAC, and school faculty in addressing the needs and goals for integrating technology into all curricula.

Measurable Objective

Given the need to develop, reinforce, and improve student technology skills, the percent of student usage hours for Riverdeep will increase to 96 hours.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform students and parents how to access Riverdeep at MDCPS student portal through the use of school quarterly newsletter.	Media Specialist	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Use technology to support learner-centered strategies that address the diverse needs of students.	Classroom Teachers Technology Coordinator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Plan strategies to manage student learning in a technology-enhanced environment.	Classroom Teachers Technology Coordinator Principal Assistant Principals	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide training on creating assignments, activities and test using scope and sequence and Sunshine State Standards within Riverdeep.	Technology Coordinator	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide training and instruction on data analysis from reports generated by Riverdeep through the tutorial at http://riverdeep.dadeschools.net	Technology Specialist	8/14/2006	5/30/2007	Academic Teams	\$0.00

Research-Based Programs

Core Program: National Education Technology Standards (NETS) and Riverdeep

Professional Development

Training will be provided in the following areas:

1. Riverdeep Website
2. Atomic Learning Website
3. Virtual Campus on <http://www.dadeschools.net>.
4. Learning Village at <http://village2.dadeschools.net>
5. Instruction will also be facilitated by the Technology Coordinator.

Evaluation

This objective will be evaluated by the increase in student usage hours during 2006-2007 Riverdeep usage reports as compared to the 2005-2006 school year reports.

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.)

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The school will increase physical fitness skills for all students in grades four and five.

Needs Assessment

Results from the district-wide physical fitness 2005-2006 FITNESSGRAM, a health-related fitness test, indicate that 54% of the students in grades four and five performed adequately on the Miami-Dade County FITNESSGRAM.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will increase their physical fitness level by three percentage points on the 2007 FITNESSGRAM in order to obtain a level of Gold or Silver as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in physical fitness activities 2.5 hours a week as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate monthly physical fitness related article summaries in order to address physical education action plan across the curriculum as evidenced by the teachers' gradebooks.	Principal Assistant Principals Physical Education Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Emphasize activities that will improve cardiovascular, muscular strength building, flexibility training, and endurance training enhancing activities as evidenced by weekly instructional lesson plans.	Principal Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Select activities specifically related to FITNESSGRAM assessment items which would enhance specificity as evidenced by weekly instructional lesson plans.	Principal Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement pre/post tests that will measure student/school improvement and physical progress as evidenced by post test results.	Principal Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Core Program: Not Applicable

Professional Development

Training will be provided in the following areas:

1. District-endorsed physical fitness workshops

Evaluation

The objective will be evaluated using the results from the 2007 Miami-Dade County FITNESSGRAM. Physical Education teachers' lesson plans will reflect the implementation of strategies that enhance physical fitness as compared to the 2005-2006 school year.

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.)

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

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

GOAL 9 STATEMENT:

The school will improve music appreciation and skills for all music students.

Needs Assessment

The 2005-2006 musical performance attendance logs indicate that 380 students in grades two through five participated in school-wide performances.

Measurable Objective

Given the need to develop music appreciation, provide opportunities to perform, and raise self-esteem, the number of students participating in musical performances in grades two through five 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		
Conduct and attend, on and off school site, musical performances that enhance musical appreciation and self-esteem as evidenced by musical programs.	Principal Assistant Principals Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Incorporate cooperative learning, critical thinking skills, musical appreciation, and musical skills into lessons plans as evidenced by weekly instructional lesson plans.	Principal Assistant Principals Music Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in reading musical notation and performing on instruments such as recorders and bells as evidenced by weekly instructional lesson plans.	Music Teacher	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Develop creative thinking by having students write musical notation as evidenced by weekly instructional lesson plans.	Principal Music Teacher	8/14/2006	5/30/2007	Academic Teams	\$0.00
Select students in grades four and five to participate in before school Bell and String Ensembles as evidenced by attendance rosters.	Principal Music Teacher	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Research-Based Programs

Core Program: Not Applicable

Professional Development

Not Applicable

Evaluation

The objective will be evaluated by performance attendance logs and teacher lesson plans as compared 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.)

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

GOAL 10 STATEMENT:

The school will improve return on investment ranking.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004 -2005 Fairlawn Elementary Community School ranked at the 67th percentile on the State of Florida ROI index.

Measurable Objective

Fairlawn Elementary Community School will improve on the State of Florida ROI index publication from the 67th percentile in 2004-2005 to the 68th percentile on the upcoming publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase participation in programs provided by the Department of Education, such as FCAT Explorer, as evidenced by student progress that is monitored electronically by the teacher.	Principal Assistant Principals Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use purchased programs effectively and increase student participation as evidenced by teacher progress monitoring.	Principal Assistant Principals	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide school in-service training and monitor its implementation as evidenced by administrative observations and evaluations using IPEGS.	Principal Assistant Principals	8/14/2006	5/30/2007	Academic Teams	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff as evidenced by an increase in student achievement through individual progress monitoring.	Principal Assistant Principals Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program: Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Fairlawn Elementary Community School will demonstrate progress toward reaching the 68th 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:

The EESAC reviewed the budget for the 2006-2007 school year and has made adjustments and recommendations based on the expenditures.

Training:

The EESAC conducted a needs assessment using test data and teacher recommendations to develop a staff development schedule.

Instructional Materials:

The EESAC met with constituents to select instructional and supplemental materials.

Technology:

The EESAC met and reviewed purchased hardware and software at the school site and discussed the upgrading process.

Staffing:

The EESAC made recommendations to continue to use paraprofessionals and hourly personnel to increase classroom support.

Student Support Services:

The EESAC has discussed strategies to provide students with support services in the development of the School Improvement Plan. The strategies include individual and group counseling, peer mentoring, and the cooperative consultation process.

Other Matters of Resource Allocation:

The EESAC provides incentive programs that reward student performances.

Benchmarking:

The EESAC has established means in which to assess progress throughout the course of the school year. Recommendations will be made to maintain or increase student achievement.

School Safety & Discipline:

The EESAC has reviewed strategies to provide and maintain a safe learning environment as outlined in the Miami-Dade County Public Schools Code of Student Conduct.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$7,500.00
Goal 2: Mathematics	\$5,000.00
Goal 3: Writing	\$5,000.00
Goal 4: Science	\$1,200.00
Goal 5: Parental Involvement	\$200.00
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
Total:	\$18,900.00

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