
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1841 - Flagami Elementary School

FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Myra Silverstein

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Flagami Elementary School

Flagami Elementary serves a predominantly Hispanic community with 81% of the students receiving free or reduced price meals. Currently, Flagami Elementary is identified as a school receiving Title 1 funding with 542 students in grades prekindergarten through grade five, including those in the Bertha Abess Children's Center who are identified as Severely Emotionally Disturbed. Flagami's population is composed of 5% White, 94% Hispanic, 0.5% Black, and 0.5% Asian/Multiracial. Programs offered at Flagami Elementary include Gifted and the Academic Excellence Program (AEP). Data has been analyzed as follows: FCAT scores, Organizational Performance Improvement Snapshot (OPIS) and the Demographic School Profile. Results from the previous years' School Improvement Plan were incorporated into this plan. The staff at Flagami, in collaboration with the Educational Excellence School Advisory Council, has identified measurable objectives as the school's 2006-2007 action plan for school improvement.

Given instruction using the Sunshine State Standards, students in Grades 3-5 will improve their reading skills as evidenced by 64% in the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades 3-5 will improve their reading skills as evidenced by 51% in the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, a minimum of 67% of students in grades 3-5 will achieve a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by 80% of students scoring at or above FCAT achievement level 3.5 on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 51% of the students scoring FCAT Achievement level 3 or higher on the 2007 administration of the FCAT Science Test.

Given the following strategies over the 2006-2007 school year, parents will show an increased participation in their child's education as evidenced by a 15% increase in the number of parents attending workshops as compared to the 2005-2006 school year. This will be primarily achieved through the addition of monthly bilingual parent outreach program workshops.

Given the need to facilitate high achievement, Flagami Elementary School will increase the ranking on the 2007 End of the Year Percentage of Attendance Report by .5% from 95.41% on the 2006 End of the Year Percentage of Attendance Report to 95.91% on the 2007 End of the Year Percentage of Attendance Report.

Given instruction in technology, students in grade 2 will improve their score on a site generated Pre/mid/post computer literacy test from an average 68% correct to an average 80% correct with the Pre test administered in the Fall of 2006, Mid test administered in January 2007 and a Post test in the Spring of 2007.

Given instruction in physical education, students in grades 2-5 will demonstrate an increase of 3% on the FITNESSGRAM scores. This will be demonstrated by silver and gold award winners on the FITNESSGRAM increasing from 85% to 88%.

Given instruction within the area of drama, the self esteem of students participating in Drama Club will improve by 5%, from 59% in the Fall, 2006 to 64% in Spring, 2007 using the Parish Self-Esteem Scale.

Flagami Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2005 to the 63rd percentile on the next publication of the index.

To achieve these objectives, the administration, staff, and community have planned and together are implementing the following measures: continuing literature-based reading, timed readings, journal writing using writing prompts, creative book writing, writing portfolios, tutorial math activities, hands-on laboratory activities, staff development for improving teacher competencies in computer technology, and grade level planning to support these activities. Strategies are designed for all students including Limited English Proficient and Exceptional Education Students. These activities will facilitate our mission for growth and excellence in all areas of the curriculum and foster each student's potential in the pursuit of becoming lifelong learners.

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.

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School Demographics

Flagami Elementary represents a predominantly Hispanic community with 81% of the students qualifying for free or reduced price meals. Currently, Flagami Elementary is identified as a school receiving Title 1 funding with 542 students in grades prekindergarten through 5. Flagami's population is composed of 5% White, 94% Hispanic, 0.5% Black, and 0.5% Asian/Multiracial.

Pedagogy: Flagami Elementary, a Title 1 school, provides educational services based on the Sunshine State Standards to students in grades prekindergarten through fifth grade, including those in the Bertha Abess Children's Center, who are identified as severely emotionally disturbed. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities. School-to-home connections are fostered by the many shared experiences of school and home.

Human Resources: Flagami Elementary School is staffed by 62 full time and 10 part-time employees. Of this group, 2 are Administrators, 1 Reading Coach, 24 Classroom Teachers, 13 Exceptional Education Teachers, 1 Counselor, 2 Paraprofessionals, 1 Media Specialist, 4 Clerical, 6 Cafeteria Workers, 1 Micro System Technician, 1 Community Involvement Specialist, 1 Security Monitor, and 4 Custodians. the ethnic composition of the staff includes 27% White, 55% Hispanic and 18% Black. There are 25 instructional staff members with Master's degrees. There are eight new staff members this year.

Student: Flagami Elementary School is a neighborhood school with a current enrollment of 542 students. Of these, 52% are Limited English Proficient (LEP) students. Since 81% participate in the government's free/reduced lunch program, this factor indicates a high percentage of economically disadvantaged students. The ethnic/racial composition of the student population is 5% White Non-Hispanic, 94% Hispanic, 0.5% Black Non-Hispanic, and 0.5% Asian/Multiracial. Due to the relatively low income bracket of the community, students are in need of support to secure the basic resources that will enable them to participate more fully in accomplishing educational/social goals.

Learning: Flagami Elementary has identified several issues concerning challenges in student learning. Among these are the following: Flagami students are moderately mobile and a sector of the student population has been identified as having reoccurring attendance problems. Feedback from the school's profile indicates a 21% mobility rate. Ninety-three percent of Flagami's students are speakers of other languages. Therefore, additional time is required for students to retain and master new skills. Eighty-one percent of Flagami's students are receiving free or reduced price meals. Many children have no access to the Internet or Flagami's website at home due to socio-economic conditions.

Flagami Elementary School has received the Florida School Recognition Award for the 2006 school year.

School Foundation

Leadership:

The results of the 2006 OPIS Survey indicated a score of 4.8 points out of 5 possible points, reflecting 96% in the leadership category. We foster excellence in our students and faculty by keeping open lines of communication. We base all decision-making on facts and the input of the stakeholders involved.

District Strategic Planning Alignment:

The OPIS Survey indicated a score of 4.6 out of 5 possible points (92%) on the strategic planning portion of the survey. This is a very high score. Input is requested and valued during faculty, grade level, department meetings, EESAC, Literacy Leadership Team, and committee meetings.

Stakeholder Engagement:

The OPIS Survey indicated a score of 4.6 out of 5 possible points (92%) on the Customer and Market Focus section of the survey. We use the testing data in part to drive our decisions but we never lose sight that our students are individuals who need help in areas specific to them.

Faculty & Staff:

The OPIS Survey showed a score of 4.7 out of 5 possible points (94%) on the Human Resources section of the survey. Having a small faculty provides for the opportunity to work cohesively with one another.

Data/Information/Knowledge Management:

The OPIS Survey gave us a score of 4.7 out of 5 possible points (94%) on the Measurement/Analysis, and Knowledge Management section of the survey. We use the district data when making smaller instructional groups in order to better serve our students (customers). We use diagnostic/prescriptive software with our students (Lexia and Learning Today).

Education Design:

On the OPIS Survey we received a score 4.5 out of 5 possible points, (90%) when combining the Process Management and Business sections of the survey. Budget and staffing information is shared regularly at faculty, EESAC, Literacy Leadership Committee, and grade level meetings for the purpose of clarity and input.

Performance Results:

This section will analyze additional areas that this process has impacted. (i.e. suspensions, drop-out rate)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in grades K-5 will master Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 63% of the students in grades 3–5 scored at achievement level 3 and above on the 2006 administration of the FCAT Reading Test. Scores indicate that third grade students' mean scores by strand during the 2005–2006 school year were: Word Phrases 5 (a 2 point increase), Main Idea/Purpose 14 (no change), Comparisons 7 (a 2 point increase), Reference/Research 3 (no change). The three lowest clusters in third grade were Main Idea/Purpose, Comparisons and Reference/Research. Scores indicate that fourth grade students' mean scores by strand during the 2005-2006 school year were: Word/ Phrases 4 (a 1 point decrease), Main Idea/Purpose 13 (a 5 point decrease), Comparisons 10 (a 3 point decrease), Reference/Research 3 (a 2 point increase). The three lowest clusters for fourth grade were Main Idea/Purpose, Comparisons and Reference/Research. Scores indicate that fifth grade students' mean scores by strand during the 2005-2006 school year were: Word/Phrases 4 (a 2 point decrease), Main Idea/Purpose 11 (a 3 point decrease), Comparisons 10 (no change), Reference/Research 4 (a 1 point increase). The three lowest clusters for fifth grade were Word/Phrases, Main Idea/Purpose and Reference/Research. Scores indicate that 39% of the Students With Disabilities (SWD) scored at achievement level 3 and above. This subgroup did not meet Annual Yearly Progress (AYP).

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grades 3-5 will improve their reading skills as evidenced by 64% in the number of students scoring FCAT achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades 3-5 will improve their reading skills as evidenced by 51% in the number of students scoring 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		
Continue to invite guest readers from the community to enhance reading skills.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in the Achieve program designed to forecast how students will score on the FCAT while implementing the Continuous Improvement Model.	Administrators and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$4500.00
Adjust the curriculum as needed for students scoring a 3 and above based on the Achieve scores and Interim Assessments.	Teachers	10/9/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor students' progress in the lowest clusters through the use of the Achieve scores and Interim Assessments and adjust the curriculum in the tutorial program to emphasize those clusters.	Teachers and Tutors	10/9/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to use the Big Five (Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension and Fluency) to emphasize reading skills to Students With Disabilities in the resource and inclusion settings.	SPED Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Track students' progress using Accelerated Reader, SRA Reading Laboratory and DIBELS.	Reading Coach and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize reading skills through the use of CRISS strategies and infuse technology using Learning Today to emphasize reading skills in accordance with the Comprehensive Research Reading Program.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$3500.00
Provide tutoring before and after school and on Saturdays to identified students in grades 3-5 in levels 1 and 2 that will address	Administrators and Tutors	8/14/2006	5/30/2007	District Strategic Plan	\$7500.00

remediation in the Sunshine State Standards and monitor progress.	
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Research-Based Programs

Houghton-Mifflin Reading series and other research-based programs to support the core curriculum include Learning Today, SRA Reading Laboratory, and CRISS strategies.

Professional Development

Staff members will participate in professional development training for the following areas: Project Bear, Project Owl, Project Draw, DIBELS, CRISS Training, Learning Today and Accelerated Reader.

Evaluation

The evaluation that will be used consists of the Achieve Program Test, Interim Assessments, Tutorial Evaluations through the use of the Achieve Pre-test, and the 2007 FCAT Reading Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in grades K-5 will master Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 66% of students in 3-5 scored at achievement level 3 and above on the 2006 administration of the FCAT Mathematics Test. Scores indicate that third grade students' mean scores by strand during the 2005-2006 school year were: Number Sense 8 (a 2 point increase), Measurement 5 (no change), Geometry 4 (no change), Algebraic Thinking 4 (a 1 point increase), Data Analysis 5 (no change). Scores indicate that fourth grade students' mean score by strand during the 2005-2006 school year were Number Sense 6 (no change), measurement 5 (no change), Geometry 5 (a 1 point increase), Algebraic Thinking 4 (no change), Data Analysis 5 (a 1 point increase). Scores indicate that fifth grade students' mean score by strand during the 2005-2006 school year were Number Sense 5 (no change), measurement 5 (no change), Geometry 6 (a 1 point decrease), Algebraic Thinking 4 (a 2 point decrease), Data Analysis 5 (a 2 point decrease). Of these, the clusters that we will focus upon in grades 3-5 that were the lowest will be Geometry, Algebraic Thinking and Data Analysis.

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 using the Sunshine State Standards, a minimum of 67% of students in grades 3–5 will achieve 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		
Participate in the Washington Mutual Students' Savings Account Program.	Community Involvement Specialist	9/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in the Achieve program designed to forecast how students will score on the FCAT while implementing the Continuous Improvement Model.	Administrators and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$4500.00
Implement a chess program provided through the Academic Excellence Program and Title 1 to enrich higher order thinking skills.	Assistant Principal and Chess Coach	9/4/2006	5/30/2007	District Strategic Plan	\$13000.00
Monitor students' progress in the lowest clusters through the use of the Achieve scores and Interim Assessments and adjust the curriculum in the tutorial program to emphasize those clusters.	Teachers and Tutors	10/9/2006	5/30/2007	District Strategic Plan	\$0.00
Adjust the curriculum as needed for students scoring a 3 and above based on the Achieve scores and Interim Assesments.	Teachers	10/9/2006	5/30/2007	District Strategic Plan	\$0.00
Infuse technology through the use of Learning Today and the SRA Mathematics Laboratory to emphasize math skills.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$3500.00
Provide tutoring before and after school and on Saturdays to students in grades 3-5 in the lowest 25% that will address remediation in the Sunshine State Standards and monitor progress.	Administrators and Tutors	9/11/2006	5/7/2007	District Strategic Plan	\$7500.00
Implement the Inclusion Program.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt-Brace Math series and other research-based programs to support the core curriculum will include Learning Today and the SRA Mathematics Laboratory.

Professional Development

Teachers will participate in District provided workshops to discuss mathematics strand strategies.

Evaluation

The evaluation that will be used consists of the Achieve Program Test, Interim Assessments, Tutorial Evaluations through the use of the Achieve Pre-test, and the 2007 FCAT Math Test.

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.)

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Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Students in grades K-5 will master the elements of the writing for the Expository/Narrative Writing based on the grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 79% of students in grade four scored 3.5 or above on the 2006 FCAT combined Writing Test scores. Scores indicate that 42% of students in grade 4 scored 3.5 or above on the 2006 FCAT Narrative Test and 37% on the Expository Test.

NCLB SUBGROUP TARGET

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<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 using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by 80% of students scoring at or above FCAT achievement level 3.5 on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in District/Title 1 Writing contests.	Reading Coach and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a mid-year writing assessment.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development in writing techniques and in the holistic scoring rubric.	Administrators and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly opportunities for students to respond to prompts focusing on specific writing skills.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide remedial assistance through the use of CRISS and Razzle Dazzle strategies to identified fourth grade students emphasizing the writing process. Monitor and assess progress utilizing the Continuous Improvement Model.	Tutors	9/11/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading series/writing component. Additionally, research-based programs to support the core curriculum include the Creating Independence through Student-owned Strategies.

Professional Development

The majority of the teachers in grades 3-5 at Flagami Elementary School have attended the Creating Independence through Student-owned Strategies (CRISS) training, provided by the District. Teachers will be trained in a writing workshop using Melissa Forney's Razzle Dazzle Writing strategies.

Evaluation

The evaluation that will be used consists of the 2007 FCAT Writing Plus Test and district-based Pre/Mid/Post Tests.

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.)

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

GOAL 4 STATEMENT:

Students in grades K-5 will master the components based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 26% of students in grade 5 scored 3 and above on the 2006 FCAT Science Test. Scores by strand were: Physical and Chemical-6 (2 point decrease), Earth and Space Science-6 (1 point decrease), Life and Environment-7 (1 point decrease), and Scientific Thinking-6 (1 point decrease). After analyzing current data, it was concluded that fifth grade students need to continue to improve their skills in all areas, with emphasis on the Physical and Chemical Science cluster, in order to meet state standards for the 2007 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 51% of the students scoring FCAT Achievement level 3 or higher on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Practice and apply the scientific method culminating in a school-wide Science Fair.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a fifth grade FCAT-based pre/mid/post science assessment.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology, equipment, and hands on activities to enhance students' acquisition of Sunshine State Standards in Science.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development in the use of FOSS kits.	Administrators and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor students' progress in all clusters, with emphasis on Physical and Chemical which is the lowest cluster through the use of the School Improvement Zone (SIZ) Pre and Post tests, monthly assessments and adjust the curriculum accordingly.	Teachers	10/9/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt-Brace Science series and Full Option Science System (FOSS) kits.

Professional Development

Staff members will participate in professional development training for the following areas: FOSS Kit workshop and Division of Mathematics and Science Education workshops.

Evaluation

The evaluation will consist of Science Pre and Post-tests, monthly assessments and the 2007 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Parental involvement will increase to enhance students' motivation.

Needs Assessment

Results from the 2005-2006 parent attendance logs indicate the need for an increase in parental participation in workshops from a present participation in each workshop of approximately 10 parents to 12 parents in each workshop for the 2006-2007 year.

Measurable Objective

Given the following strategies over the 2006-2007 school year, parents will show an increased participation in their child's education as evidenced by a 15% increase in the number of parents attending workshops as compared to the 2005-2006 school year. This will be primarily achieved through the addition of monthly bilingual parent outreach program workshops.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parent training regarding implementation of the Student/Parent Guardian and School Compact Agreement.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Meet with third grade parents to provide parent training regarding information on No Child Left Behind requirements for third grade promotion.	Administrators and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use Connect Ed messages to inform parents of workshops.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly meetings for parents of Students With Disabilities and ESOL regarding curriculum, subject area information and parenting skills.	SPED Teachers	1/8/2007	5/30/2007	District Strategic Plan	\$0.00
Offer monthly Bilingual Parent Outreach Program meetings to provide parents with curriculum and subject area information.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The six strategies that are addressed in the National Standards for Parent/Family Involvement Programs and U.S. Department of Education are 1. Communicating 2. Promoting and supporting parenting skills 3. Parents playing an integral role in student learning 4. Volunteering 5. Parents playing a role in the school decision making and advocacy 6. Schools collaborating with the community.

Professional Development

Staff members will promote and participate in school-wide events. In addition, qualified personnel from the Bilingual Parent Outreach Program/Community Involvement Specialist (CIS) will offer monthly inservices to promote educational issues pertaining to our student population. Furthermore, they will provide technological assistance to the parents and community members. The Parental/Community Resource Center will house an array of informational booklets and brochures to enhance home learning and intensify the connection between home and school.

Evaluation

The evaluation will consist of the 2006-2007 Parent Attendance Logs from the parent workshops.

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

GOAL 6 STATEMENT:

The percentage of attendance will increase to maximize student learning through the establishment of a school-wide incentive program.

Needs Assessment

As evidenced on the 2006 End of the Year Percentage of Attendance Report of 95.41% Flagami Elementary shows a need for improvement during the third (94.82%) and fourth (94.08%) grading periods.

Measurable Objective

Given the need to facilitate high achievement, Flagami Elementary School will increase the ranking on the 2007 End of the Year Percentage of Attendance Report by .5% from 95.41% on the 2006 End of the Year Percentage of Attendance Report to 95.91% on the 2007 End of the Year Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide incentives for students with perfect attendance, no tardies and no early releases.	Homeroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Award an attendance banner to top classes weekly.	Grade level chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide monthly recognition with an attendance trophy, to the class with the best attendance in each grade level.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the School Social Worker and the Community Involvement Specialist to contact parents to address attendance issues.	Teachers and Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide notification to parents using Connect Ed.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Lee Canter's Assertive Discipline Plan and Succeeding with Difficult Students, 1998.

Professional Development

Staff members will participate in training for the implementation of in-house incentive programs.

Evaluation

The evaluation will be the school's ranking on the 2007 End of the Year Percentage of Attendance Report, Quarterly Attendance Reports and Cognos.

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

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

GOAL 7 STATEMENT:

Students in Grade 2 will improve their technology skills through weekly computer lab lessons.

Needs Assessment

Based on the results of the Technology Pre-test in Grade 2, there is a need for increased knowledge in basic computer skills.

Measurable Objective

Given instruction in technology, students in grade 2 will improve their score on a site generated Pre/mid/post computer literacy test from an average 68% correct to an average 80% correct with the Pre test administered in the Fall of 2006, Mid test administered in January 2007 and a Post test in the Spring of 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in web search activities.	Second Grade Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the use of the computer lab as compared to last year based on the receipt of the mobile computer lab.	Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Attend the Computer Lab and/or Mobile Lab on a regular basis.	Second Grade Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology through Accelerated Reader and Learning Today.	Second Grade Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$4500.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation that will be used are the results from the Pre/mid/post site generated Technology Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Students' physical fitness in grades 2-5 will improve through participation in health and physical education programs.

Needs Assessment

Research indicates an increase in obesity among elementary children. The development of appropriate nutritional and behavioral patterns is important to reverse the trend of increasing weight gain of our children. (Pate et al, 1985; Gortmaker et al, 1987; Lohman, 1992) Our focus in the physical education curriculum is to help our students achieve a level of activity and fitness associated with good health as evidenced by the score on the FITNESSGRAM. FITNESSGRAM results of the 2005-2006 year indicated that 85% of the students received silver and gold awards.

Measurable Objective

Given instruction in physical education, students in grades 2-5 will demonstrate an increase of 3% on the FITNESSGRAM scores. This will be demonstrated by silver and gold award winners on the FITNESSGRAM increasing from 85% to 88%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in daily PE classes.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Have weekly one minute leg raises and crunch drills.	PE Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in school wide field day and Jump Rope for Heart program.	PE Teachers	3/19/2007	5/30/2007	District Strategic Plan	\$0.00
Provide biweekly visits from Miami Children's Hospital Health on Wheels bus.	School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The FITNESSGRAM program.

Professional Development

Staff members will participate in district-wide professional development training.

Evaluation

The evaluation that will be used will be based on the percentage of students receiving silver and gold awards on the FITNESSGRAM.

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

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

GOAL 9 STATEMENT:

Student participation in Drama Club will improve their self-esteem and language skills.

Needs Assessment

Based on the Parish Self Esteem Scale administered in Fall, 2006 a need for an increase in self esteem is indicated. Drama Club students average score was 59%. Teachers observed that in previous years self esteem improved as a result of Drama Club participation.

Measurable Objective

Given instruction within the area of drama, the self esteem of students participating in Drama Club will improve by 5%, from 59% in the Fall, 2006 to 64% in Spring, 2007 using the Parish Self-Esteem Scale.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in developing vocabulary through the use of role-playing and scripts.	Drama Club Sponsor	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Provide oral experiences to increase memorization and fluency.	Drama Club Sponsor	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the skills assessment checklist.	Drama Club Sponsor	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Administer pre/post self esteem survey.	Drama Club Sponsor	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in school drama productions through the AEP.	Drama Club Sponsor	9/18/2006	5/30/2007	District Strategic Plan	\$3500.00

Research-Based Programs

Lee Canter's Assertive Discipline Plan and Succeeding with Difficult Students, 1998. Parish Self Esteem Scale, 1978.

Professional Development

The Drama Club Sponsor will participate in professional development provided by the Academic Excellence Program (AEP).

Evaluation

The evaluation will be based on the pre/post Parish Self Esteem Scale (Parish, Thomas S., 1978).

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Flagami Elementary School will rank at or above the 63rd percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Flagami Elementary School ranked at the 59th percentile on the State of Florida ROI index.

Measurable Objective

Flagami Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2005 to the 63rd 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, e.g. 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
Disseminate information about the use of financial resources in relation to school programs.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Flagami Elementary School will show progress toward reaching the 63rd 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 has recommended that funds be utilized for tutorial services, as needed.

Training:

The EESAC recommended that there be professional training for Reading, Math, Writing, and Science.

Instructional Materials:

The EESAC has been involved in the purchase of computers, software, and program materials.

Technology:

The EESAC supports the administration's initiative to operate a mobile Computer Lab to enhance the educational process.

Staffing:

The EESAC was made aware of tentative future grade level configuration changes, if deemed necessary for the 2006-2007 school year.

Student Support Services:

The EESAC supports the continuation of cooperative consultation for teachers and parents.

Other Matters of Resource Allocation:

The EESAC has been greatly involved with the community volunteers and Dade Partners. Flagami Elementary is in collaboration with local schools of higher education in order that perspective teachers can experience field services and/or internships at this school.

Benchmarking:

The EESAC had input during their monthly meetings to recommend activities that would enhance the learning environment which would engage all faculty and staff.

School Safety & Discipline:

The EESAC has reviewed the schoolwide safety plan and the Critical Incidence Response Plan (CIRP).

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,500.00
Goal 2: Mathematics	\$28,500.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$4,500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$3,500.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$52,000.00

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