
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2001 - Florida City Elementary School

FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Gloria Arazoza

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Florida City Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Florida City Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common research-based instructional reading materials, supplemental materials and literacy intervention programs with demonstrated success will be employed in grades kindergarten through fifth grade. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly, and interim assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

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

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of students scoring at or above Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American Students in grades three through five will improve their reading skills as evidenced by 51 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 51 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency Students (LEP) in grades three through five will improve their reading skills as evidenced by 51 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the Lowest 25% of students in grades three through five will demonstrate learning gains in Reading.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 68 percent scoring at or above Achievement Level 3 on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 56 percent demonstrating mastery on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students (LEP) will improve their mathematics skills as evidenced by 56 percent demonstrating mastery on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the Lowest 25% of students in grades three through five will demonstrate learning gains in Mathematics.

Given instruction using the Sunshine State Standards, all grade four students will improve their writing skills as evidenced by an increase of one percent of students scoring a 4.0 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 39 percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science Test.

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points of parents attending school related school-sponsored events during the 2006-2007 school year as compared to the 2005-2006 school year as per National PTA standards number III, Student learning - Parents play an integral role in assisting student learning and number IV, Volunteering - Parents are welcome in the school, and their support and assistance are sought.

Given a school-wide emphasis on creating a safe and disciplined environment, student behavior will improve as evidenced by at least a 10 percent or 13 student decrease in the number of student suspensions as evidenced by Case Management Forms during the 2006-2007 school year as compared to 2005-2006.

Given an emphasis on the use of educational technology, all students in grades three through five will participate in a lab based computer education program as evidenced by computer lab schedules and lesson plans.

Based on the recommendations of the Florida Department of Education, students will maintain or increase their fitness as evidenced by at least 95 percent of students passing the 2006-2007 FITNESSGRAM as compared to the 2005-2006 school year.

Given the importance of identifying students from economically disadvantaged backgrounds to participate in the Gifted Program, the number of students identified as Gifted at Florida City Elementary will increase by 10 percent to 37.

Florida City Elementary School will improve its ranking on the State of Florida ROI index publication from the 5th percentile in 2004-2005 to the 25th percentile on the next publication of the index.

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Florida City Elementary School

VISION

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

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

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We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Florida City Elementary School is the only school located in the city of Florida City. The school is in the Homestead Senior High School feeder pattern. The surrounding community consists of primarily low-income residents. During the 2005-2006 school year the student population was 801 students in Pre-Kindergarten through grade five. The ethnic profile was 52 percent African American (Non-Hispanic), 44 percent Hispanic, and 4 percent White (Non-Hispanic). There were 86 percent standard curriculum students, 14 percent students with disabilities, 35 percent students with limited English proficiency, 95 percent of students received free or reduced lunch, and 7 percent of the students were identified as Migrant. The mobility rate was 41 percent. The average daily attendance was 94 percent. The rate of student suspension was 12 percent.

Florida City Elementary School is a Title I school-wide program utilizing allocated funds to reduce class size and to defray expenditures for differentiated programs and materials to address the specific needs of students. The school also became a Reading First school in August of 2005. In addition, students in grades Pre-Kindergarten through grade 5 participate in a variety of specialized programs including Exceptional Student Education, Severely Emotionally Disturbed/Emotionally Handicapped, Varying Exceptionalities, English Speakers of Other Languages. Students also participate in advanced academic programs including Teaching Enrichment Activities to Minorities (TEAM) classes, Academic Excellence Program (AEP), and Gifted Education. As part of the School Improvement Zone, students participate in the Extended Day Program and are provided with an additional hour of reading intervention or enrichment as needed. The school has established a computer lab and an active Parent Center. The school has provided space for an adult education program, to serve parents with Limited English Proficiency.

Two administrators, a principal, and an assistant principal serve as the instructional leaders of the school. There are 34 certified classroom teachers, of whom 2 are National Board Certified teachers, and 5 are beginning teachers. There are 7 Exceptional Education teachers, one elementary guidance counselor, one speech therapist, one media specialist, 10 special area teachers, a Reading First reading coach, a Title I reading coach, a math/science facilitator, two Community Involvement Specialists, one hourly teacher, nine full-time paraprofessionals, and one part-time media paraprofessional employed at the school. There are 65 percent of teachers with a Bachelor's degree and 32 percent of teachers who hold a Master's degree, and 3 percent with a Specialist degree. The ethnic make-up of the staff is 43 percent Black Non-Hispanic, 31 percent Hispanic, 26 percent White and one percent other. The average student-teacher ratio is 16 to 1. Each of our school based leaders has demonstrated success improving student achievement. All instructional staff are certified and Highly Qualified.

Florida City Elementary School has earned a Florida Department of Education School Performance Scale grade of "C" for the 2005-2006 school year, earning a total of 365 points. This was an improvement of 9 points on the school accountability grading scale and an increase in the percentage of students meeting high standards in reading, math, and writing. There was an increase in the percentage of students making learning gains in math; however, there was a decrease in the percentage of students making learning gains in reading. The decrease in the percentage of students making Learning Gains in reading indicates a need for more intensive remediation of students in the area of reading. The number of the lowest 25% of students making adequate progress decreased by three percentage points. Also, 34 percent of third grade students, 37 percent of fourth grade students, and 38 percent of fifth grade students scored FCAT Achievement Level 1 on the 2006 FCAT Reading Test, indicating a need for a focused intervention program with progress monitoring for struggling readers.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

Data is disaggregated and analyzed to increase knowledge and information concerning the student's academic needs. Student assessments guide instructional decisions as per the Continuous Improvement Model. The school climate

survey data is utilized to improve the overall school environment. The use of data allows us to examine and continue our strengths while addressing our individual weaknesses.

Education Design:

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

Performance Results:

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

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

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

• Highly Qualified, Certified Administrators:

GLORIA ARAZOZA, PRINCIPAL

Gloria Arazoza completed her Bachelor's and Master's degrees in Elementary Education at the University of Florida. She completed her certification in Educational Leadership at Nova Southeastern University. In May of 2006, she earned a Juris Doctor at Florida International College of Law. Now in her second year as principal of Florida City Elementary School, Ms. Arazoza is prepared to implement the skills acquired as an Assistant Principal in a variety of Miami-Dade County Public Schools. During her 13-year career, Gloria Arazoza has worked as a teacher in the Bilingual Program teaching English for Speakers of Other Languages, Spanish for Spanish Speakers and Content Curriculum in the Home Language, has participated in the School Advisory Council, and was Test Chairperson, Department Head, and Student Activities Sponsor. This year marks her second year as Principal of Florida City Elementary school. Prior to her appointment as principal she served as Assistant Principal at Thena C. Crowder Elementary School, Phillis Wheatley Elementary School, and Miami Shores Elementary School. While at these schools she spearheaded the effort to provide a state of the art technology program granting all students access to appropriate technology to enhance their educational experience. Ms. Arazoza assisted with the implementation of all of the efforts of the School Improvement Zone during the 2004-2005 school year, assisting Thena C. Crowder Elementary in making Adequate Yearly Progress. She believes in the implementation of the Eight Step Continuous Improvement Model, utilizing data to study the effectiveness of instructional strategies and revising delivery models where necessary. Ms. Arazoza has had the opportunity to develop, design and implement a variety of professional development activities, with the intention of raising student achievement.

MARTHA ORTEGA, ASSISTANT PRINCIPAL

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

Elementary, she was able to successfully train teachers to implement the Continuous Improvement Model which utilizes data to study the effectiveness of instructional strategies and revise delivery models where necessary.

• Teacher Mentoring:

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

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

• School Advisory Council:

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

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

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

• Extended Learning Opportunities

Florida City Elementary School will provide tutoring during the day to all Tier 2 students and targeted students in the lowest 25 percent in Math and Reading. The Voyager Passport Level D and Early Success programs will be utilized to address the needs of struggling readers.

A before school tutorial program utilizing the Reading Plus computer assisted instruction program will be offered to struggling

readers in grades two through five.

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

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

• School Wide Improvement Model

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

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be literate members of society.

Needs Assessment

Analysis of the 2006 FCAT Reading Test scores indicate 59 percent of students in grades three through five are reading at or above grade level, demonstrating a 5 percentage point increase over the 2005 administration. The percentage of student demonstrating acceptable levels of learning gains, (49 percent), decreased by 8 percentage points. The percentage of struggling students making a year's worth of progress in reading, (49 percent), decreased by 3 percentage points. According to the 2006 Adequate Yearly Progress Report 48 percent of all students in grades three through five scored at or above grade level in Reading.

Data also indicates that 34 percent of grade three, 37 percent of grade four, and 38 percent of grade five students scored at FCAT Achievement Level 1. This indicates a need to identify and provide additional support for the lowest performing students.

Analysis of the Cluster of Words and Phrases revealed that students at Florida City Elementary received 57 percent of the possible points. In the Main Idea cluster they received 55 percent, in Comparisons 50 percent and Reference and Research 50 percent. This indicates a need for targeted instruction in the Clusters of Comparisons and Reference and Research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of students scoring at or above Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American Students in grades three through five will improve their reading skills as evidenced by 51 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 51 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency Students (LEP) in grades three through five will improve their reading skills as evidenced by 51 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the Lowest 25% of students in grades three through five will demonstrate learning gains in Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish biweekly grade level meetings to review student work and assessment data, to plan for instruction, and to modify instructional strategies to meet the needs of the students.	Administrators Reading Coaches Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Provide students not meeting Grade Level Expectations in Reading with one additional hour of reading intervention during the Extended Day using the Early Success, Soar to Success Program, or Voyager Passport Programs. Monitor student progress in order to evaluate the effectiveness of the programs.	Administrators Reading Coaches Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$25000.00
Utilize Edusoft to score assessments and generate disaggregated data reports in order to modify instruction to meet the students' needs.	Administrators Reading Coaches Reading Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Adapt strategies used for standard curriculum students to include methods and materials that match learning styles, strengths, and	Administrators Reading Coaches Teachers ESE Teachers	8/7/2006	6/1/2007	Inclusion	\$0.00

modalities of students with disabilities and Limited English Proficient students in grades kindergarten through five.					
Implement the Sunshine State Standards aligned to the Houghton Mifflin Reading Program's scope and sequence and the Instructional Focus Calendar in order to ensure students' mastery of the reading content clusters.	Administrators Reading Coaches Classroom Teachers School Improvement Zone Support Personnel	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Implement the Reading Plus Technology Program for remedial students to increase fluency and reading comprehension skills	Administrators Technology Coordinator Classroom Teachers Special Area Teachers Technology Teacher	8/7/2006	06/01/07	District-wide literacy plan	\$62000.00
Deliver instruction in a departmentalized structure to allow for the specialization of teachers and focus on their subject area.	Administrators Coaches All Teachers	8/7/2006	6/1/2007	Academic Teams	\$0.00
Identify students in the subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test, as delineated in the disaggregated data and implement a before/during/Saturday school tutorial program to address the reading deficiencies of students using a diagnostic/prescriptive approach. Implement progress monitoring.	Administrators Reading Coaches Classroom Teachers Tutorial Teachers School Improvement Zone Support Personnel	08/07/06	06/01/07	District-wide literacy plan	\$10000.00
Provide site developed bi-weekly and interim assessments aligned to the Sunshine State Standards tested benchmarks to monitor student achievement and to identify professional growth needs in grades two through five.	Administrators Reading Coaches Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$10000.00
Monitor Reading First Grant initiatives in grades Kindergarten through three including the Coaching Model, researched based instructional strategies, screening and progress monitoring with the Dynamic Indicators of Basic Early Literacy Skills Assessment (DIBELS), on-site professional development, and the administration of Outcome Measures.	Administrators Reading Coach Reading Teachers Reading First Reading Coordinator	8/7/2006	6/1/2007	District-wide literacy plan	\$62000.00

Research-Based Programs

Core Reading Program: Houghton Mifflin Reading Program

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

Supplemental Programs: Quick Reads

Professional Development

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

Evaluation

Objectives will be measured by the scores of the 2007 FCAT Reading Test. Progress towards objectives will be measured by weekly, bi-weekly, and interim assessments. DIBELS assessments will be utilized three times per year.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The data attained from the School Performance Accountability results indicate that 63 percent of the students tested achieved high standards in mathematics. According to the Florida Department of Education Adequate Yearly Progress Report, the following subgroups met Adequate Yearly Progress: African American, Hispanic, and Economically Disadvantaged. Students With Disabilities and Limited English Proficient students did not make Adequate Yearly Progress, as only 18 percent of the students tested scored at or above grade level in mathematics and 47 percent of LEP students scored at or above grade level. Professional development needs will focus on innovative teaching strategies and concentrate instructional effort in the weakest skills areas of Number Sense and Measurement, which will result in an increase in student achievement. Inclusive strategies must be incorporated into the instructional program in order to address the Students With Disabilities and Limited English Proficient students. Differentiated instruction must be utilized for all students and incorporated into the mathematics curriculum. A focus on delivering instruction on the Grade Level Expectations rather than the textbook sequence, utilizing long range plans to create grade level curriculum, and using data from benchmark assessments to pace and drive the classroom instruction will continue.

NCLB SUBGROUP TARGET

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

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Adapt strategies used for standard curriculum students to include methods and materials that match learning styles, strengths, and individual modalities of students with disabilities and Limited English Proficient students.	Administrators Classroom K-5 teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Use graphic organizers, manipulatives, visual aids, CRISS strategies, and audio-visual aids to assist in molding students' comprehension and to maintain and develop high level students.	Administrators Classroom K-5 teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide site- authored monthly and District developed Interim Assessments aligned to the Sunshine State Standards tested benchmarks to identify and monitor student achievement and to identify professional development needs.	Administrators Mathematics Leader Classroom K-5 Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Focus on the Number Sense and Measurement strand and instruct the remaining strands (Algebraic Thinking,	Administrators Classroom K-5 teachers Mathematics Leader	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Geometry, Data Analysis) according to the timeline identified by the grade level focus calendar developed according to the Districts' Scope and Sequence.					
Establish biweekly grade level meetings to extract trends, review assessment data, identify successful instruction, recognize successful instruction, thereby implementing the Continuous Improvement Model.	Administrators Grade Level Chairperson Mathematics Facilitator Classroom K-5 Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Incorporate the use of cooperative learning groups to allow for the opportunity of exploration and discovery and to maintain and develop high level students.	Administrators Classroom K-5 teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Administrators Mathematics Facilitator School Improvement Zone Support Personnel	8/7/2006	6/1/2007	District Strategic Plan	\$62000.00
Deliver instruction in a departmentalized structure to allow for the specialization of teachers and focus on their subject area.	Administrators Mathematics Facilitator All Classroom Teachers 2nd - 5th grade	8/7/2006	6/1/2007	Academic Teams	\$0.00
Utilize Edusoft, a data management system, to score assessments and to generate disaggregated data reports in order to monitor student progress for the Continuous Improvement Model.	Administrators Mathematics Facilitator Support Personnel Classroom teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Harcourt Mathematics Textbook Series

Project CRISS (Creating Independence through Student-owned Strategies)

Professional Development

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

Evaluation

Success of meeting the objectives will be measured by the scores on the 2007 FCAT Mathematics Test. Monthly and interim benchmark assessments to monitor student progress and redirect learning activities will be administered by the teacher. Generated data will be scored by the data management system to help the administration, math leader, teachers, and support personnel determine effective instruction and summarize students' needs.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

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

Needs Assessment

The results attained from the School Performance Accountability Report indicate 83 percent of the students tested met the state standard of 3.5 or above on the 2006 FCAT Writing Test. The needs assessment reveals that the prospect of improvement exists in the narrative writing benchmarks; therefore, further development is needed in this area. The data also indicates that the strength is in the expository benchmarks; however, continuous improvement must be made in this area in order to sustain rising student achievement levels. Analysis of the 2005 writing data reveals that the previous strength was narrative writing, with expository writing as the weaker component. While this trend was noted in the previous year, the data for the 2006 writing assessment shows that expository writing garnered additional support, and scores improved, but narrative writing scores declined. Therefore, emphasis must be placed on providing additional support in both narrative and expository writing so that student achievement rises and is sustained in both areas. Professional development is needed for all staff members in the areas of the writing process, instructing for focus, support, organization, and conventions, vocabulary development, grammar usage, and the Florida Writes Rubric.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, all grade four students will improve their writing skills as evidenced by an increase of one percent of students scoring a 4.0 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide writing professional development, coaching, modeling, and mentoring to teachers in all grades and special areas in order to increase the quality of writing instruction.	Administrators Reading Coach Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Provide differentiated instruction in writing, including CRISS strategies, to grade four students through writing enrichment and tutoring groups.	Administrators Reading Coach Teacher of the Gifted Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Provide high quality daily writing instruction using the Sunshine State Standards.	Administrators Reading Coach Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Implement grade four District and site-authored pre, mid, and post assessments in order to utilize data and drive instruction of the writing process and analyze student progress utilizing the Continuous Improvement Model.	Administrators Reading Coach Classroom Teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize the Houghton Mifflin Reading/Writing Workshop and Sanron Writing to implement and integrate high quality writing instruction using the Sunshine State Standards.	Administrators Reading Coach Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$9000.00
Monitor implementation of high quality daily writing instruction through classroom walkthroughs.	Administrators Reading Coaches	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
Implement school based initiatives such as Wondrous Words, Writer of the Month, and Thematic Writing Contests in order to increase students' performance in writing.	Administrators Reading Coach Classroom Teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00

Research-Based Programs

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

Professional Development

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

Evaluation

Achievement of the objective will be considered when students demonstrate improvement in writing skills by an increase of one percent in the number of students scoring at or above the state standard of 4.0 as documented by the 2007 FCAT Writing Test.

District and site- authored assessments will be administered to grade four students and the results will be analyzed to establish progress and redirect the instruction for reinforcement and/or enrichment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will increase their science performance skills to meet the state standards.

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that 14 percent of students met high standards. Therefore, fifth grade students need improvement in the areas of Life Science as evidenced by a 16 percent improvement, which is needed to match the state average. In Physical and Chemical and Scientific Thinking an 8 percent improvement is needed in order to meet state averages. In Earth Sciences a 7 percent improvement is needed.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 39 percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades kindergarten through five.	Administrators, Science Facilitator, Content Teachers grades kindergarten through five.	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Disaggregate and analyze the 2006 FCAT Science Test to identify strengths and weaknesses of students in grade five.	Administrators, Science Facilitator, Content Teachers in Grade 5	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize the district developed science scope and sequence to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades Kindergarten through five.	Administrators, Science Facilitator, Content Teachers in grades Kindergarten through five.	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct staff development workshops to promote the teaching of science process skills.	Administrators, Science Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities and project based learning such as: cooperative groups, hands-on activities and problem-solving/critical thinking strategies.	Administrators, Science Facilitator, Content Teachers grades Kindergarten through five.	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct a school wide Science Fair for students to demonstrate application of the Scientific Process for students in grades kindergarten through five.	Administrators, Science Facilitator, Content Teachers in grades Kindergarten through five.	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Horizons Science Program
Foss Kits

Professional Development

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

Evaluation

Scores of the 2007 FCAT Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Tests and Monthly Assessments will be utilized to monitor progress and drive instruction.

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

GOAL 5 STATEMENT:

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

Needs Assessment

According to the 2006 Title I Parent Outreach Monthly School Report, the Parent Workshop attendance rate increased nine percent over the previous year. The Family Literacy Program showed a twenty percent increase as compared to the 2005 report. Even though there was an increase in parental participation, there remains a need to increase these numbers by at least five percentage points and for the school to provide additional opportunities for parents to be involved in their children's academic lives as per National PTA Standards.

Measurable Objective

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points of parents attending school related school-sponsored events during the 2006-2007 school year as compared to the 2005-2006 school year as per National PTA standards number III, Student learning - Parents play an integral role in assisting student learning and number IV, Volunteering - Parents are welcome in the school, and their support and assistance are sought.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Host monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Administrators Classroom Teachers EESAC Committee	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Increase positive parent-school communication through the use of student progress reports, home visits, mailed communications, and parent workshops coordinated with the Professional Development Team in order to increase parental involvement among AYP subgroups and students scoring in the lowest 25 percent.	Administrators Community Involvement Specialist Social Worker	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Provide parents with a Parent Access Center to provide information and ideas to families about how to help students at home with home learning and other curriculum-related activities, decisions, and planning. Encourage participation in the District Parent Academy.	Administrators Community Involvement Specialist School Counselor Social Worker Reading Coaches	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Coordinate Family Literacy workshops, as well as an end of the year event, to showcase student projects, classroom exhibits, and student performances, and provide strategies for parents to use at home in support of academic achievement.	Administrators Community Involvement Specialists Parent Academy Personnel Classroom Teachers	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Hold a Parent-Teacher-Association (PTA) drive to increase parent participation in schoolwide planning and to encourage parents active participation in other decision making groups such as Title I, PAC/DAC, EP and PMP meetings.	Administrators Community Involvement Specialist PTA	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Encourage and promote increased community	Administrators	8/7/2006	6/1/2007	Community	\$0.00

involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Community Involvement Specialist Dade Partners			Partnerships	
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information at Open House, and parent outreach programs	Administrators Community Involvement Specialist Parent Academy Personnel Math Facilitator Classroom Teachers Social Worker Reading Coaches	8/7/2006	6/1/2007	Community Partnerships	\$0.00

Research-Based Programs

Passport to Success, National Standards for Parent/Family Involvement Programs

Professional Development

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

Evaluation

Parental and community involvement will show a five percent increase above the 2005-2006 level of participation, as reflected in the tally of data obtained from and reported on the 2006-2007 Title I Parent Outreach Monthly School Report and Title I parent sign in sheets. National PTA standards are endorsed and will be practiced.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. The Student Case Management System Executive Summary Report lists 130 student suspensions during the 2005-2006 school year. This indicates a need to decrease the number of student suspensions during the 2006-2007 school year. A reduction in the number of student suspensions will imply an increase in positive student behaviors which in turn will foster a safe and disciplined environment.

Measurable Objective

Given a school-wide emphasis on creating a safe and disciplined environment, student behavior will improve as evidenced by at least a 10 percent or 13 student decrease in the number of student suspensions as evident by Case Management Forms during the 2006-2007 school year as compared to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Character Education and Conflict Resolution strategies, within the classroom curriculum.	Administrators Intervention Facilitator Behavior Management Teacher Social Worker Counselor Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide workshops for parents that highlight conventional parenting skills and alternative discipline strategies.	Administrators Community Involvement Specialist Counselor Social Worker	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide programs to promote safety such as Red Ribbon Week.	Administrators Counselor Classroom K-5 Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide developmental counseling for students who have been suspended to reduce the number of disciplinary referrals.	Administrators Counselor	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Create a committee of stakeholders that will generate, present, and monitor a school-wide discipline plan.	Administrators Intervention Facilitator Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize a staff member as an Intervention Facilitator to oversee the discipline plan, contact parents/guardians, apply appropriate intervention strategies, and monitor referrals.	Administrators Intervention Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$62000.00
Reward and publicize good behavior and model citizenship.	Administrators Intervention Facilitator Behavior Management Teacher Classroom Teachers Media Specialist	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Character Education
Anti Bullying Program

Professional Development

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

Evaluation

This objective will be considered met if student behavior improves as demonstrated by a 10 percent or 13 student decrease in the number of student suspensions during the 2006-2007 school year. The discipline committee will meet quarterly to review and monitor referrals.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

During the 2005-2006 school year, use of the computer lab was limited due to lack of staff. Students did not have access to technology in a lab basis during the school day.

Measurable Objective

Given an emphasis on the use of educational technology, all students in grades three through five will participate in a lab based computer education program as evidenced by computer lab schedules and lesson plans.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop the position of Technology Facilitator to work with students and teachers to expand opportunities for use of technology throughout the school.	Administrators, Technology Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$100000.00
Expand the use of technology based intervention programs.	Administrators, Technology Facilitator, Teachers	8/7/06	6/1/07	District Strategic Plan	\$0.00
Implement a schedule for the computer lab, giving every student in grades three through five one hour a week of computer lab experience.	Administrators, Technology Facilitator Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Infuse student-based programs into the curriculum, giving students daily opportunities to utilize technology including the use of interactive Technology tools in the classroom for instruction.	Administrators, Technology Facilitator Classroom Teachers	8/1/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct teacher trainings in student based technology programs in order to support increased student usage of technology.	Administrators, Technology Facilitator, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

21st Century Learning,
Reading Plus, Riverdeep

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include but not be limited to the implementation and management of student based programs and interactive technology tools.

Evaluation

Progress will be monitored by the review of computer lab schedules and lesson plans.

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

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM Physical Fitness Testing Program, the percentage of students in grades three through five earning the gold and silver awards was 99 percent. Ninety-seven percent of third through fifth graders were tested. This indicates a need to maintain the number of students who meet the National Standards for Physical Education.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will maintain or increase their fitness as evidenced by at least 95 percent of students passing the 2006-2007 FITNESSGRAM as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the FITNESSGRAM program, including administering a pre-and post-test. Compare pre- and post-test data in order to provide feedback as to whether the instructional program is effective in meeting the stated goals and objectives.	Administrators Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrators Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators Physical Education Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide students with instruction on nutrition and healthy eating habits.	Administrators Physical Education Teachers Content Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

2006-2007 FITNESSGRAM Program

Professional Development

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

Evaluation

Achievement of the objective will be measured by the results of the 2006-2007 FITNESSGRAM Physical Fitness Testing Program.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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 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 9 STATEMENT:

Students will be identified for Advanced Academics Programs.

Needs Assessment

During the 2005-2006 school year 34 students in Florida City Elementary School participated in the Gifted Program. The participation rate of Gifted children in Florida City is an area that needs to be expanded.

Measurable Objective

Given the importance of identifying students from economically disadvantaged backgrounds to participate in the Gifted Program, the number of students identified as Gifted at Florida City Elementary will increase by 10 percent to 37.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development for all teachers in the area of higher order thinking skills in order to better prepare all students for Advanced Academics programs.	Administrators, Teacher of the Gifted, Reading Coaches, Mathematics/Science Facilitator, Technology Facilitator	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Encourage the referral of students that exhibit high level skills in academic subjects in order to evaluate all eligible students for the gifted program.	Administrators, Teacher of the Gifted, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Increase participation in Academic Excellence and TEAM Programs in order to prepare students for the Gifted Program.	Administrators, Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

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

Evaluation

Achievement will be measured by an increase of at least 10 percent to 37 in the number of students participating in the Gifted Program at Florida City Elementary School during the 2006-2007 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005 Florida City Elementary School ranked at the 5th percentile on the State of Florida ROI index.

Measurable Objective

Florida City Elementary School will improve its ranking on the State of Florida ROI index publication from the 5th percentile in 2004-2005 to the 25th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	08/01/05	05/26/06	Continuous Improvement Model	\$0.00
Collaborate with the district on resource allocation.	Principal Assistant Principal District Personnel	08/01/05	05/26/06	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal PTA Dade Partners	08/01/05	05/26/06	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal Community Service Agencies Dade Partners	08/01/05	05/26/06	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

EESAC Compliance

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

Budget:

The EESAC recommends supporting the current school budget designations including class size reduction, utilizing Reading Coaches, a Math/Science Facilitator, a Technology Facilitator, an Intervention Facilitator, and paraprofessionals. The EESAC recommended purchasing additional classroom libraries, accelerated reader books and tests, decodable books, hands-on math and science supplies, and tangible rewards to help support the schoolwide discipline plan.

Training:

The EESAC recommends further training in optimizing reading instruction including the use of the Houghton Mifflin Reading Program and Reading First guidelines, Florida's Formula for Reading Success, classroom assessment, using assessment data to drive instruction, high quality reading and math instructional strategies including use of manipulatives, differentiated instruction, intervention for reading and math, and the use of the technology including Reading Plus and the Student Performance Indicators (SPI) website

Instructional Materials:

The EESAC recommends the use of EESAC and Title 1 funds to purchase additional literacy materials including classroom libraries, accelerated reader books and tests, decodable books, and Voyager Passport kits, as well as mathematics literature and current Science Weekly publications.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

Benchmarking:

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

School Safety & Discipline:

The EESAC supports the school-wide discipline plan and the adherence to all safety procedures throughout the school. The EESAC also supports the utilization of an Intervention Facilitator.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$169,000.00
Goal 2: Mathematics	\$62,000.00
Goal 3: Writing	\$9,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$62,000.00
Goal 7: Technology	\$100,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$402,000.00

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