
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2351 - Eneida Massas Hartner Elementary School

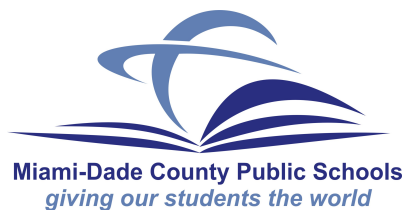
FeederPattern: Booker T. Washington Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Orlando Gonzalez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Eneida Massas Hartner Elementary School

Eneida Massas Hartner Elementary and Community School is located in the Wynwood section of the City of Miami at 401 NW 29th Street. We service 741 students from pre-kindergarten through fifth grade. Many of Miami's immigrants, particularly those from Central and South American countries and the Caribbean Islands, attend our school. The student population is 77 percent Hispanic, 20 percent African-American/non-Hispanic, two percent White, and one percent Asian/Indian/Multicultural. Many of our students travel throughout the school year between the United States and their countries of origin, contributing to a mobility rate of 39. Eneida Massas Hartner Elementary and Community School's Students With Disability (SWD) program provides individualized instructional services to nine percent of the student population. The total number of students enrolled in the Students With Disability program is 67 Learning Disabled. Seventy-five percent of the SWD population is being instructed under the inclusion model and the remaining 25 percent are educated using the resource model. Thirty-four percent of the students are English Language Learners (ELL). Ninety-eight percent of the student body qualifies for the free and reduced price lunch program. The school services the community by providing before and after school child care services, during and after school tutoring, and community school services for both students and parents. Eneida Massas Hartner Elementary and Community School is the primary recipient of students from three homeless and drug rehabilitation shelters in the area. The attendance rate of 2005-2006 was 95.15 percent. Differentiated instruction is implemented through the tutorial services provided during and after school so that students may receive additional opportunities to master skills and state benchmarks. Special Education and Gifted programs are also provided to support the student population.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 51 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the 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 a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (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 three through five will improve their reading skills as evidenced by a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 56 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematic skills as evidenced by a 19 percentage point increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematic skills as evidenced by a 39 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL)students in grades three through five will improve their mathematicic skills as evidenced by a nine percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades three through five will improve their mathematicic skills as evidenced by a 9 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the writing process, students in grade four will improve their writing skills as evidenced by a one percentage point increase in the number of students attaining the State required mastery level as documented by scores on the 2007 Florida Comprehensive Assessment Writing Plus Test (FCAT).

Given instruction using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by a two percentage point increase in the number of

students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given a school wide emphasis on parental involvement, parent participation in school activities and events will increase as evidenced by a two percentage point increase in the number of parents attending school related events and services during the 2006-2007 school year as documented in attendance logs when compared to the 2005-2006 school year.

Given a school-wide emphasis on adhering to the procedures delineated in the Code of Student Conduct, the behavior of students at Eneida Massas Hartner Elementary and Community School will improve as evidenced by a decreased in the number of students receiving outdoor suspension from 25 to 11.

Given appropriate training in Computer Literacy, the amount of teachers who will be able to use the computer to complete various tasks will increase by five percent as evidenced by the results of the school developed technology survey.

Given instruction using the Sunshine State Standards for Physical Education, students will improve their physical conditioning, as evidenced by a three percentage points increase in the number of students receiving awards in 2007.

Given instruction using the Sunshine State Standards for music, art, physical education, and Spanish, the number of students who participate in district-sponsored events will increase by two percentage points over the previous year, as evidenced by an increase in documentation.

Given school wide emphasis on implementing the 8-Step Continuous Improvement Model, Eneida Massas Hartner Elementary and Community School will improve its current ranking at the 13th percentile on the 2004-2005 State of Florida ROI index publication to 14th percentile by the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, two areas for improvement are Strategic Planning and Process management. Specifically, there is concern in reference to the following two strategies: "As it plans for the future, my organization asks for my ideas", and "I can get all of the resources I need to do my job." The rationale for selecting these two areas is that stakeholders, who feel that their ideas and concerns are

important and valid, are more apt to "buy into"; organizational goals and partake in school-wide initiatives. If faculty and staff feel that they have input in the area of organizational decisions and they have all the resources needed to do their job, the programs will be more personalized and thus be considered more important to the stakeholders. In order to increase staff contribution, the leadership team will implement two strategies. Strategy: Surveys will be conducted and faculty representatives will be encouraged to serve on committees to select school wide implementation of new programs and instructional tools. Strategy: Faculty members will be encouraged to participate in EESAC meetings.

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.

Eneida Massas Hartner Elementary School

VISION

The faculty, staff, parents, and community of Eneida Massas Hartner Elementary and Community School will help our students become responsible, creative, confident, and productive adults. We will strive to empower students and their families through the provision of professional programs that model several sets of skills and social behaviors. These will include positive self-concepts, ethical treatment, decision making, technology, critical thinking, and employability skills.

MISSION

It is the mission of Eneida Massas Hartner Elementary and Community School to assist and motivate all children to reach their fullest potential so that they may become productive citizens. We provide a variety of experiences to increase opportunities for individual success for students, parents, and community members. Our students work and learn in a safe and secure environment that teaches responsibility and respect. Our teachers strive to provide an environment in which the multiple intelligences of each child are explored and honored. Our students are taught in cooperative social settings so that they may acquire and practice appropriate interpersonal skills. These skills facilitate their quest for community as they develop self-knowledge and understand their ability to contribute to society. The faculty at Eneida Massas Hartner Elementary and Community School works to instill in students the importance of new and varied experiences, creativity, positive social change, personal responsibility, and the continued pursuit of education.

CORE VALUES

Excellence

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

Integrity

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Equity

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

School Demographics

Eneida Massas Hartner Elementary and Community School is located at 401 NW 29th Street, Miami, Florida, 33127, and was established in 1997 in Northwest Miami-Dade County, Florida. We service 741 students from pre-kindergarten through fifth grade. Many of Miami's immigrants, particularly those from Central and South American countries and the Caribbean Islands, attend our school. The student population is 77 percent Hispanic, 20 percent African American, two percent White, and one percent Asian/Indian. Many of our students often travel throughout the school year between the United States and their countries of origin, contributing to a mobility rate of 39. Eneida Massas Hartner Elementary and Community School's Students With Disability (SWD) program provides individualized instructional services to nine percent of the student population. The total number of students enrolled in the Students With Disability program is 67 Learning Disabled. Seventy-five percent of the SWD population is being instructed using the inclusion model, and the remaining 25 percent are under the resource model. Thirty-four percent of the students are English Language Learners (ELL). Ninety-eight percent of the student body qualifies for the free and reduced price lunch program. The school services the community by providing before and after school child care services, during and after school tutoring, and community school services for both students and parents. Eneida Massas Hartner Elementary and Community School is the primary recipient of students from three homeless and drug rehabilitation shelters in the area. The attendance rate of 2005-2006 was 95.15 percent.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas the weakest in that section was that staff/faculty do not feel they are asked for input, item 1g. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively defined a vision and established goals for the improvement of student achievement. Both groups will work to design and implement processes where all faculty and staff will have input in the school wide decision making process.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of District Strategic Planning Alignment was that faculty/staff know how to tell when progress is being made on their individual portion of the overall plan of action, item 2c, whereas the weakest in that section was the knowledge that staff/faculty feel their input is not solicited, item 2a. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively to follow the Sunshine State Standards, district, and state guidelines, and School Improvement Plan in order to accomplish the school's goals and objectives. Additionally, they will keep working to define methods to include input from all stakeholders.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was the knowledge and identification of the stakeholders, item 3a, whereas the weakest in that section was that faculty/staff do not feel they are part of the decision making process, item 3e. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively to provide extended opportunities affording everyone opportunities to be engaged in the decision making process. Both groups will continue to encourage faculty and staff to become active in the decision making process by being part of school committees and/or the EESAC.

Faculty & Staff:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the faculty/staff's comfort and safety, item 5e, whereas the weakest in that section was staff members are not recognized for their work, 5d. Based on the aforementioned results, it is evident that the administration and the EESAC have work diligently and collaboratively to create a safe working and learning environment. Both group will work to develop and implement ways of recognizing and rewarding faculty and staff for their job performance.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Data/Information/Knowledge Management was the ability to individually measure quality of work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the

school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Reams, networking, and other building events.

Education Design:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Education Design/Process Mangement was the knowledge that faculty/staff have control over their work processes, item 6d, whereas the weakest in that section was that faculty/staff members do not have all the resources they need to their job, item 6a. The administration provides resources for staff to perform their jobs and will continue to monitor and ensure the staff receives the appropriate resources.

Performance Results:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Performance Results/Business Results was that faculty/staff are satisfied with their job, item 7i, whereas the weakest in that section was the organization's sharing of financial issues with the staff, item 7c. Based on the aforementioned results, it is evident that the administration and the EESAC use the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The organization's highly experienced staff, truancy program, assessment platforms, district and state guidelines, and best practices have helped improve the performance to achieve and maintain high quality education.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

1. The school participated the April 2006 Teacher Fair which led to the hiring of four teachers.
2. The administration has worked closely with the Office of Human Resources and the Regional Office to identify potential applicants to fill open teaching positions.
3. Presently the school counts with 25 teachers who hold a Masters Degree, four Nationally Board Certified teachers, three staff members with Ph.D. degree.
3. The school provides positive reinforcement to staff who perform at or above expectations.
4. The school provides for staff input as it relates to school-wide issues.

• Highly Qualified, Certified Administrators:

Dr. Orlando B. Gonzalez, Principal – Dr. Gonzalez has been an educator for 22 years and is currently in his 10th year as a school-site principal. He has been the principal of Eneida Massas Hartner Elementary and Community School since July 2002. Previously, he was principal at Jose de Diego Middle School (July 1998 – June 2002) and Allapattah Middle School (July 1997 – June 1998). Prior to becoming a principal, Dr. Gonzalez served as an assistant principal at South Dade Senior High School (July 1994 - June 1997) and South Miami Middle School (November 1993 – June 1994). Prior to becoming a school-site administrator, Dr. Gonzalez was a social science teacher at Miami Senior High School (1989 - 1993) and Miami Jackson Senior High School (1985-1989). During the past 22 years, Dr. Gonzalez has improved student academic achievement either through direct instruction as a classroom teacher or as the instructional leader of the school. Dr. Gonzalez received a Bachelor of Arts in History from Florida International University (1980), a Master of Science in Educational Leadership from Nova Southeastern University (1992), and a Doctorate of Philosophy in Educational Leadership from the University of Miami (2002).

Ms. Sandra L. Banky, Assistant Principal – Ms. Banky has been worked for the Miami-Dade County Public School System for 23 years. Ms. Banky has served students in both low performing and high performing schools, primarily working in economically disadvantaged areas. She was a primary and intermediate grade teacher for 10 years, serving as grade level chair for seven of those years. For the past 11 years, Ms. Banky has served as an assistant principal in Region IV. Ms. Banky has been instrumental in improving student achievement in reading, writing, and mathematics in every school where she has worked. Ms. Banky earned a Bachelor of Science in Education from the University of Puerto Rico, a Master of Science in TESOL from Nova Southeastern University, and a Specialist in Reading from Nova Southeastern University.

Ms. Olga Melba Gonzalez, Assistant Principal for Community Education – Ms. Gonzalez has been an educator in the Miami-Dade County Public School system since 1984. She has taught at the middle and senior high school levels. Ms. Gonzalez was an assistant principal at Tropical Elementary School (1993) and has been the Assistant Principal for Community Education at Eneida Massas Hartner Elementary and Community School since 1996. During this time, Ms. Gonzalez has worked to enhance student achievement by overseeing after-school tutoring in the areas of reading and mathematics. In addition, she coordinates classes for parents in ESOL, GED preparation, computer education, and FCAT awareness.

• Teacher Mentoring:

Eneida Massas Hartner Elementary and Community School adheres to the policies and procedures set forth in the District's PACES Manual. At Eneida Massas Hartner Elementary and Community School, teachers use a common planning time to plan instructional activities and share ideas for the delivery of instruction. Facilitators in reading, mathematics, and writing visit the classrooms on a regular basis to observe instructional techniques, provide feedback, and model lessons for the purpose of improving instruction. Workshops are planned and presented to further the professional growth process. At the beginning of the year, new teachers are identified and assigned a Professional Growth Team comprised of members who are mutually agreed upon by themselves and site administrators. Beginning teachers are also encouraged to participate in both district and school-site workshops to become familiar with Miami-Dade County Public School's policies and procedures.

• School Advisory Council:

The School Advisory Council (SAC) at Eneida Massas Hartner Elementary and Community School promotes an environment of professional alliance among all stakeholders to help create a learning environment that supports the school's vision and mission. The School Advisory Council meets this goal by working together with site administrators through monthly meetings where the School Improvement Plan goals are analyzed, available resources are discussed, and recommendations are made based on the Plan-Do-Study-Act cycle of the 8-Step Continuous Improvement Model.

• Extended Learning Opportunities

PROGRAMS: DURING AND AFTER SCHOOL

- Eneida Massas Hartner Elementary and Community School will provide after-school tutoring through the SES supplemental services to students in grades three to five who scored Levels 1 or 2 in the Reading and Mathematics FCAT 2006 administration. This service will be offered to the SWD and African-American students. The students will receive instructional assistance in order to reach mastery of the reading and mathematics skills they are lacking.

- Eneida Massas Hartner Elementary and Community School will provide tutoring during the school day in the areas of reading, mathematics, and writing for students who scored at Levels 1 or 2 on the 2006 FCAT administration. A reading and mathematics pull out tutoring program will be implemented using paraprofessionals and hourly teachers. Students in fourth and third grades who score below a Level 2 on the FCAT Writing Plus Pre-Test will be pulled out for 30 minutes of intensive instruction on a daily basis.

- Eneida Massas Hartner and community School will ensure the success of the school targets by providing constant support to new teachers.

• School Wide Improvement Model

Eneida Massas Hartner Elementary and Community School plans to implement the 8-Step Continuous Improvement Plan. After analyzing the 2006 FCAT data, a team composed of teachers from various grade levels and administration developed a curriculum map for reading, mathematics, and science to serve as a guide in planning, implementing, and assessing instruction. Our plan provides common planning time to every grade level for the purpose of establishing consistency in instruction across the grade levels. Bi-weekly tests will be created and administered in an effort to determine student mastery of benchmarks taught over a two-week period. A Comprehensive Skill Assessment Test will be administered monthly. Data gathered will be used to drive instruction. The effectiveness of the testing method and schedule will be studied, and any necessary adjustments will be made. Administrators and support personnel will visit classrooms to ensure that teachers fully understand that the school's academic

mission is the focus of all instruction. Instruction in reading, mathematics, and science will be provided through departmentalization in grades three through five. The effectiveness of school wide targets will be ensured by the participation of the Literacy Team in grade level meetings, faculty meetings and all other related school activities.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

READING

Needs Assessment

A review of the data from the results of the 2006 administration of the FCAT Reading Test reveals that 45 percent of the students in third through fifth grades scored below FCAT achievement Level 3. Students are having the greatest difficulties in the areas of Main Idea/Purpose, Comparisons, and Reference/Research where they performed below 50 percent mastery. In addition, reinforcement is needed in the area of Words/Phrases; on the average, students scored at 57 percent mastery or above in this area.

Results by grade level indicate that third grade students' strength was in the area of Word Phrases. Their need for improvement lies in the area of Comparisons, Reference and Research, Main Idea and Author's Purpose. The strength of fourth grade students was also in the area of Word Phrases. Their need for improvement lies in the area of Comparisons/Reference and Research, Main Idea and Author's Purpose. The strength of fifth grade students was in the area of Comparison. Their need for improvement lies in the area of Reference and Research, Main Idea, Words and Phrases, and Author's Purpose.

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 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 three through five will improve their reading skills as evidenced by a 51 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the 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 a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (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 three through five will improve their reading skills as evidenced by a 21 percentage point increase of students scoring at Florida Comprehensive Assessment Test (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		
Utilize and monitor the inclusion model and Read 180 in an effort to provide instruction to Students With Disabilities at grade level.	Principal Asst. Principal Classroom Teachers SWD Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide and monitor opportunities for students to use Accelerated Reader which enhances classroom instruction and promotes independent reading.	Principal Asst. Principal Classroom Teachers Technology Facilitator	8/8/2006	05/24/2007	District Strategic Plan	\$0.00
Develop and implement weekly lesson plans that align with Sunshine State Standards, the core reading program, content materials, and successful instructional strategies.	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Use task cards, graphic organizers, visual and audio-visual aids with English Language Learners (ELL) to assist in molding students' understanding.	Principal Asst. Principal Classroom Teachers	08/08/2006	5/25/2007	District Strategic Plan	\$0.00
Departmentalize in grades 3 through 5 to provide instruction in reading.	Principal Assist. Principal	8/8/2006	05/24/07	District Strategic Plan	\$0.00

Identify the students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Reading Test and implement during and after school tutorial programs to address their reading deficiencies.	Principal Asst. Principal Reading Coach	8/8/2006	5/24/2007	District Strategic Plan	\$0.00
Administer District Reading Pre/Post Tests, DIBELS, and Benchmark assessments and monitor and utilize test results. Teachers will generate and use assessment items structured in FCAT format to determine skill progression, adjust instruction, and initiate Child Study Team processes as needed, particularly for students in each subgroup identified by the No Child Left Behind Act.	Principal Assist. Principal Reading Coach Classroom Teachers	8/8/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

The following are Research Based Programs used at our school:

Houghton Mifflin

Voyager

Riverdeep

Leap-Frog is being used as a supplemental resource.

Professional Development

Professional development will be offered in the following areas:

The Project 8-Step Continuous Improvement Model

CRISS Strategies

Early Success

Soar to Success

Riverdeep

School Support Team (SST)

Houghton Mifflin.

Evaluation

2007 FCAT Reading Test scores
District Interim Assessment
Bi-weekly and monthly assessments
FCAT formatted teacher-made tests
DIBELS

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

MATHEMATICS

Needs Assessment

A review of the data from the results of the 2006 administration of the FCAT Mathematics Test reveal that 45 percent of the students in grades three through five scored below FCAT achievement Level 3. The data further indicate that students in all three grades need rigorous instruction and remediation in the strands tested by the FCAT. The areas of greatest need, ranked from greatest to least need are Number Sense, Data Analysis, and Algebraic Thinking. Data also indicates that students could benefit from reinforcements of skills in the areas of Geometry and Spatial Sense and Measurement. Seventeen percent of students with Disabilities scored at or above level 3. Forty seven percent of the Economically Disadvantage Students and English Language Learners (ELL) scored at or above level 3. Thirty seven percent of the African American student population scored at or above FCAT achievement Level 3, there is a need to increase the amount of time spent on instruction and reinforcements in the areas mentioned above.

Results by grade level indicate that third grade students' strength was in the area of number sense and Algebraic Thinking. Their need for improvement lies in the area of Geometry, Spatial Sense, Data analysis and Probability. The strength of fourth grade students was also in the area of Algebraic Thinking, Geometry and Spatial Sense, and Data Analysis. Their need for improvement lies in the area of Measurement and Number Sense. The strength of fifth grade students was also in the area of Geometry and Spatial Sense. Their need for improvement lies in the area of Algebraic Thinking, Data Analysis and Probability.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 56 percent increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematic skills as evidenced by a 19 percentage point increase in the number of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematic skills as evidenced by a 39 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learners (ELL)students in grades three through five will improve their mathematicic skills as evidenced by a nine percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantage students in grades three through five will improve their mathematicic skills as evidenced by a 9 percentage point increase of students scoring at Florida Comprehensive Assessment Test (FCAT) Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students in all subgroups scoring at Achievement Levels 1 and 2 of the FCAT Mathematics Test and implement during and	Principal Assistant Principal Math Facilitator	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

after school tutorial programs to address the mathematics deficiencies of students.					
Provide ninety minutes of instruction in mathematics in grades three and four.	Principal, Assistant Principal, Math facilitator	8/8/2006	5/24/07	District Strategic Plan	\$0.00
Establish and monitor the implementation of long range plans through mentoring and modeling of lessons to ensure that instruction of the Sunshine State Standards benchmarks have been completed by January in grades three through five and by June in kindergarten through second grade.	Principal Asst. Principal Math Facilitator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Utilize and monitor the inclusion model in an effort to provide instruction to Students With Disabilities at grade level.	Principal Asst. Principal Classroom teachers SWD Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Departmentalize in grades three through five to provide instruction in Mathematics.	Classroom Teachers, Mathematics Facilitator, Assistant Principal, Principal	08/08/06	05/30/07	Continuous Improvement Model	\$0.00
Provide and monitor small group instruction by the classroom teacher to students not making adequate progress in mathematics as evidenced by weekly and monthly assessments.	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Implement and monitor on a regular basis in school tutoring in grades three to five using intervention strategies such as the mathematics laboratory, mentoring, and modeling of lessons for students in all subgroups identified by the No Child Left Behind Act to improve student achievement.	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide and monitor opportunities for students to use the SuccessMaker program to reinforce classroom instruction and promote problem solving and critical thinking, with emphasis on students in all subgroups identified by the No Child Left Behind Act requirements.	Principal Asst. Principal Math Facilitator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Administer District Mathematics Interim Assessment Test and benchmark assessments to focus instruction, monitor, and utilize results. Teachers will generate and use assessment items structured in FCAT format to determine skill progression, adjust instruction, and initialize CST process as	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

needed, particularly for students in each subgroup identified by the No Child Left Behind Act.	
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Research-Based Programs

Harcourt as the core Mathematics series
Riverdeep program.

Professional Development

Professional development for all teachers will include training in the following:

8-Step Continuous Improvement Model
Use of manipulatives
Riverdeep
FCAT Explorer.

Evaluation

2007 FCAT Mathematics Test scores
Bi-weekly and monthly assessments
FCAT formatted teacher-made tests
District Interim Assessments
Weekly and monthly teacher-generated FCAT formatted assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

WRITING

Needs Assessment

A review of the data from the result of the 2006 Florida Comprehensive Assessment Test (FCAT) Writing Plus Test indicate that 77 percent of the fourth grade students met state required mastery level. According to the No Child Left Behind requirements all of our sub-groups met the necessary requirement.

Seventy five percent of the students scored 3.5 or above on the expository writing prompt while 63 percent scored 3.5 or above on the narrative prompt.

Fifty seven percent of the students scored 4.0 or above on the expository prompt while 45 percent of the students scored 4.0 or above on the narrative prompt.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the writing process, students in grade four will improve their writing skills as evidenced by a one percentage point increase in the number of students attaining the State required mastery level as documented by scores on the 2007 Florida Comprehensive Assessment Writing Plus Test (FCAT).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide and monitor on a regular basis intervention for targeted students in grades three (March through June) and in grade four (August through February) using the writing laboratory.	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Promote effective writing by implementing school-wide Writer of the Month Contest in grades kindergarten through five.	Principal Asst. Principal Writing Facilitator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Administer, utilize, and critique the results of the Writing Pre-Test to assist student progress in grades one through five through mentoring and modeling.	Principal Asst. Principal Writing Facilitator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Implement at least 30 minutes of daily writing in grades kindergarten through five. Provide an extra hour per week of writing in ESOL, SWD, and Special Areas.	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Identify all the subgroup students scoring below 3.5 in FCAT Writing Plus Pre-test Test, and implement a during school tutorial program to address the writing deficiencies of set students.	Principal Assistant Principal Writing Facilitator	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin core reading series

Professional Development

Workshop on the writing process for kindergarten through fifth grade teachers:
Demonstration lessons on implementing the writing process

Evaluation

2007 FCAT Writing Plus Test scores
Narrative and Expository Pre/Post FCAT Writing Plus Test (school based)
Monthly writing samples

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

SCIENCE

Needs Assessment

A review of the data from the results of the 2006 administration of the FCAT Science subtest reveals that students achieved a mean score of 261 points which is 27 points below the District's mean score of 288 points. The data shows that students answered less than 50% percent of the questions correctly in all four content areas. The data indicates that there is a need to develop and use activities to enhance students' knowledge base in all four Content Areas.

Students earned 46 percent of the total possible points in the content area of Life and Environmental Sciences.

Students earned 36 percent of the total possible points in the content area of Earth and Space Sciences.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their knowledge of basic science skills and concepts as evidenced by a two percentage point increase in the number of students scoring at Florida Comprehensive Assessment Test (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		
Provide and monitor students in second through fifth grade with time to utilize the science laboratory on a scheduled basis to follow up classroom instruction through written reports and science projects using the five steps of the science inquiry.	Principal Assistant Principal Science Facilitator	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Departmentalize in grades three to five to provide instruction in science.	Principal, Asst. Principal, Facilitators	8/8/2006	5/24/07	District Strategic Plan	\$0.00
Provide students in grades kindergarten through five with weekly access to use the Full Options Science System (FOSS) kits.	Principal Asst. Principal Science Facilitator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide and monitor the use of computer microscopes and computer science programs in the science laboratory for grades second through fifth.	Principal Asst. Principal Science Facilitator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide and monitor on a regular basis hands-on activities by correlating science and mathematical concepts with the Sunshine State Standards in kindergarten through five.	Principal Asst. Principal Science Facilitator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Mc-Graw Hill Science Florida Student Edition
FOSS Kits

Professional Development

District Workshops

Evaluation

School Generated Science Benchmark Assessment Tests
2007 FCAT Science Assessments

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

PARENTAL INVOLVEMENT

Needs Assessment

The 2005-2006 Parental Involvement rosters indicated that approximately ten percent of the parents in this school were active in school related activities.

Measurable Objective

Given a school wide emphasis on parental involvement, parent participation in school activities and events will increase as evidenced by a two percentage point increase in the number of parents attending school related events and services during the 2006-2007 school year as documented in attendance logs when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage teachers to hold parent-teacher conferences at least once every nine weeks.	Principal, Assistant Principal Community Involvement Specialist	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide and monitor reading, mathematics, writing, and science workshops for parents in their home language.	Principal, Assistant Principal Reading Coach, Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Encourage parents to enroll in the community school programs for literacy, citizenship, computer, and English.	Principal, Assistant Principal PTA Board, Classroom Teachers, Community Involvement Specialist	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Promote and monitor Reading Nights, where parents and students can enjoy reading.	Principal, Assistant Principal Reading Coach, Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Promote and monitor a variety of activities for parents to participate through the PTA.	Principal, Assistant Principal Community Involvement Specialist	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Home-Learning Assistance workshop

FCAT Informational workshop

ESOL workshop

Evaluation

Comparison of attendance logs from the 2005-2006 and 2006-2007 school years

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 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 checked="" type="checkbox"/>

GOAL 6 STATEMENT:

DISCIPLINE & SAFETY

Needs Assessment

A review of the data for the school year ending May 2006 found in the Miami-Dade Count Public Schools Student Case Management System reveals that 88 students were referred for general disruptive behavior, 57 were referred for defiance of school personnel authority, 13 were referred for fighting, 25 were given outdoor suspension and five were given indoor suspension.

Measurable Objective

Given a school-wide emphasis on adhering to the procedures delineated in the Code of Student Conduct, the behavior of students at Eneida Massas Hartner Elementary and Community School will improve as evidenced by a decreased in the number of students receiving outdoor suspension from 25 to 11.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recognize students who receive A's in conduct in all classes each grading period.	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Conduct monthly visits to classrooms by administrators and counselors to speak to students encouraging positive behavior.	Principal, Asst. Principal Counselor	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide mentoring for students who display consistent disruptive behavior.	Principal Asst. Principal Counselor	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Encourage use of teacher-created incentives as rewards for maintaining behavior in accordance with the Code of Student Conduct.	Principal Asst. Principal Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

2007 Miami-Dade County Public Schools Student Case Management System Summary Report
Suspension Report

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

TECHNOLOGY

Needs Assessment

Forty percent of the teachers at Eneida Massas Hartner Elementary and Community School lack the basic skills necessary to complete various tasks using the computer.

Measurable Objective

Given appropriate training in Computer Literacy, the amount of teachers who will be able to use the computer to complete various tasks will increase by five percent as evidenced by the results of the school developed technology survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use various computer software to assist in instruction.	Principal Technology Coordinator Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide assistance to teachers who need to register for workshops or access their email.	Principal Technology Coordinator	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Increase faculty use of the electronic grade book.	Principal Assistant Principal	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide training in the use of various computer applications.	Principal Technology Coordinator	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District Workshops

Evaluation

The May 2007 results of a school developed survey will demonstrate an increase in the number of teachers who are proficient in the use of computers as compared to the September 2006 results of a school developed technology survey.

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 checked="" type="checkbox"/>

GOAL 8 STATEMENT:

HEALTH & PHYSICAL FITNESS

Needs Assessment

The data from the 2005-2006 Physical Fitness Test revealed that 18 percent of the students tested well enough on the 2006 FitnessGram post test to earn the Presidential fitness award.

Measurable Objective

Given instruction using the Sunshine State Standards for Physical Education, students will improve their physical conditioning, as evidenced by a three percentage points increase in the number of students receiving awards in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for discussion on the value of being healthy and physically fit.	Assistant Principal Physical Education Teachers Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Recognize students whose performance in physical education earned them a grade of "A" at the end of each grading period.	Assistant Principal Physical Education Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide games and activities that promote cardio strength, build endurance and improve coordination.	Assistant Principal Physical Education Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District workshops

Evaluation

Fitnessgram posttest

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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:

ELECTIVES & SPECIAL AREAS

Needs Assessment

A review of school field trip forms as well as state and district contest logs indicated that fewer than 10 percent of the students enrolled in special area classes participated in scheduled events.

Measurable Objective

Given instruction using the Sunshine State Standards for music, art, physical education, and Spanish, the number of students who participate in district-sponsored events will increase by two percentage points over the previous year, as evidenced by an increase in documentation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement "Parent Night for the Arts" where student showcase their artistic talents.	Principal Asst. Principal Art and Music Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Provide opportunities for students to participate in programs for the arts, such as Art & Craft, Ballet, Dance, Cheerleading classes through the community school.	Principal Asst. Principal for Community education	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Encourage students to participate in events and programs that would develop and enhance their talents in the area of music and art.	Principal Asst. Principal Art and Music Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Lectura

Professional Development

District Workshops

Evaluation

Documentation will include:

Field trip forms

Contests log

Parent permission letters

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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 10 STATEMENT:

RETURN ON INVESTMENT

Needs Assessment

Results of the 2003-2004 ROI index indicate that Eneida Massas Hartner Elementary and Community School ranked in the 13th percentile on the State of Florida ROI index.

Measurable Objective

Given school wide emphasis on implementing the 8-Step Continuous Improvement Model, Eneida Massas Hartner Elementary and Community School will improve its current ranking at the 13th percentile on the 2004-2005 State of Florida ROI index publication to 14th percentile by the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Re-evaluate and re-direct existing resources to enhance the instructional program.	Principal Assistant Principal	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocations.	Principal, Assistant Principal	08/08/2006	05/24/2007	District Strategic Plan	\$0.00
Increase the percentage of students with learning gains in Reading, Writing, and Mathematics.	Principal, Assistant Principal, Reading Coach, Writing Facilitator, Math Facilitator, Classroom Teachers	08/08/2006	05/24/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District Workshops

Evaluation

On the next State of Florida ROI Index Publication, Eneida Massas Hartner Elementary and Community School will show progress toward reaching the 14th 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 recommended a review of the 2005-2006 EESAC budgets. In collaboration with the administration, the EESAC will assess the needs of the school to develop a spending plan.

Training:

The EESAC recommended staff training in the following areas: reading, mathematics, writing, science and technology.

Instructional Materials:

The EESAC recommended working with teachers and administration in the selection process of instructional materials for classroom use.

Technology:

The EESAC recommended that our technology facilitator assess the technological needs of the school and make equipment and software purchases to enhance our technology curriculum program(s).

Staffing:

The EESAC recommended that it be informed of all recommendations related to instructional staff.

Student Support Services:

The EESAC recommended that it be informed of all programs related to student support services.

Other Matters of Resource Allocation:

The EESAC recommended that it be notified of available resources such as personnel, fiscal, and materials and be given the opportunity to make suggestions regarding allocations.

Benchmarking:

The EESAC recommended that, in collaboration with the administration, they review and analyze data from the school wide benchmark testing results and make curriculum recommendations.

School Safety & Discipline:

The EESAC recommended that it be involved in the decision making process related to school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
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	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$0.00

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