
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3021 - Little River Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Isabel Castillo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Little River Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Little River Elementary School will institute an instructional program with a strong focus on literacy from kindergarten through fifth grade. Little River Elementary School has developed this plan with the involvement of all stakeholders. The plan includes the Organizational Performance Improvement Snapshot that concluded two priority areas. The first category addressing student achievement, entitled Data/ Information/ Knowledge Management. The other area of importance is District Strategic Planning Alignment. Many of the strategies included in the plan will address these areas in a sequential manner to improve student achievement.

Given instruction using the Sunshine State Standards, 51 percent of all students in grades 3-5 tested will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all students with Limited English Proficiency will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all Students with Disabilities will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all Black students will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all students receiving free and reduced lunch will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56 percent of all students in grades 3-5 tested will score an Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of black students in grades 3-5 tested will score an Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of all free and reduced lunch students in grades 3-5 tested will score an Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of all Limited English Proficient students in grades 3-5 tested will score an Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 73 percent of the students in grade four will achieve a 4.0 or higher on the 2007 administration of the FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve science skills as evidenced by 33 percent of fifth grade students scoring an achievement level of 3 or higher on the 2007 administration of the FCAT Science Test.

Given the need to establish school, home, and community partnership, parental involvement will increase five percent as evidenced by parents participating in school activities during the 2006-2007 school year. Documentation will be provided through Title I Parent Logs, sign-in sheets, and teacher conference summaries.

Given the number of students suspended during the school year of 2005-2006 fewer than 25 students will be suspended as reflected using COGNOS during the 2006-2007 school year.

Given a school-wide emphasis on Technology and the adoption of new software, 80% of teachers will utilize the SuccessMaker program and attend 3 workshops to measure their management use of software.

Given instruction in Physical Education, 30 students will achieve a gold award recipients as measured by the 2006-2007 FITNESSGRAM Summary.

Given an opportunity to use partnerships to develop enrichment programs, 100 students will participate in performances during the school year 2006-2007 as documented by rosters

Little River will improve its ranking on the State of Florida ROI index publication from the 41 percentile in 2005 to the 50th percentile on the State of Florida ROI index in 2006.

In order to achieve these objectives, strategies to be implemented will address the core reading program, as well as, Math/Science activities emphasizing problem solving and critical thinking skills. The priorities to be addressed were selected based on the Organizational Performance Improvement Snapshot of all employees. The two lowest areas were Strategic Planning and Process Management. The EESAC wanted to address the critical issue of student achievement through the Measurement, Analysis and Knowledge Management. The supporting area of concern is the Human Resource Focus in which teachers will increase their knowledge using data to affect instruction. These objectives compliment our mission to develop each student's maximum potential.

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.

Little River Elementary School

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School Demographics

Little River Elementary School, a historically designed building, was established in 1924. Situated on 8.71 acres of Northwest Miami-Dade County, Little River Elementary School sits within a community of families of mostly low socio-economic status. It is a prekindergarten through fifth grade configuration with a membership of 604. The school offers specialized instruction including Special Education (SPED), English for Speakers of Other Languages (ESOL), and a parent resource room. Each of our school based leaders has had success with improving student achievement.

Little River Elementary School serves its 604 students from multi-ethnic backgrounds within a defined attendance boundary. Of this total, 94.3 percent are economically disadvantaged and receive free or reduced meals. Due to the economic fluctuations of the families that are part of the Little River community, the school has a mobility index of 42 percent and an attendance rate of 95.28. Our students are 85 percent Black, 13 percent Hispanic, less than one percent Caucasian, Non-Hispanic, and 1.2 percent mixed. Of the student population 24 percent are Limited English Proficient (LEP), and 11 percent are in Exceptional Student Education (ESE). Of the ESOL population 25 students are Level 1, 47 are Level 2, 42 are Level 3, and 61 are Level 4. Within the ESE population, there are eight exceptionalities represented; 26 students in Specific Learning Disabilities, one in Physically Impaired, one in Emotionally Handicapped, and three in Gifted. Little River Elementary School had 100 percent of its students participate in the Physical Fitness Test with 54 percent being Award Winners and 25 students receiving the Gold Award.

Little River Elementary School's instructional staff hold the following degrees; two percent hold a Doctorate Degree, 25 percent of our teachers hold a Masters Degree or above, three percent hold a Specialist's Degree and the remainder hold a Bachelor's Degree. The average number of years that teachers are teaching in Florida is 13 and there are 6.2 percent teachers who are new to this school year. The staff at Little River Elementary School is divided up into the following ethnic groups; 70 percent Black, 17 percent Hispanic, 12 percent White, non-Hispanic, and one percent Indian. Teacher attendance is at 97.2 percent.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot Survey results identify Measurement, Analysis, and Knowledge Management as one of the top accomplishments within the school with a score of 4.2. Staff acknowledges and supports the organizations' mission. The work environment reflects leadership and sets the direction for the school.

District Strategic Planning Alignment:

The staff is knowledgeable of this school's future plans and how they affect their work. This survey measured how well the staff understands the progress of their work as determined by a score of 3.5 on the Organizational Performance Improvement Snapshot Survey given to staff.

Stakeholder Engagement:

Stakeholders engagement means keeping in touch with customers and asking their evaluation of the work. Staff is given permission to make decisions to solve problems for the stakeholders. The satisfaction of the customers is considered a priority in school operations.

Faculty & Staff:

Staff indicated through the survey that they could make changes that will improve their work. The staff stated they cooperate with one another and work as a team. Collegiality is an important area of staff daily functioning.

Data/Information/Knowledge Management:

The staff feels they have the information to determine how the organization is functioning. They are assured of the measures used to fit into the overall measures of improvement.

Education Design:

The staff recognized that they have good processes for doing their work. They collect data about the quality of their work and have control over the work processes. Staff states that they can get all of the resources they need to get their job done.

Performance Results:

Little River administration removes things that get in the way of progress. The staff is aware of the financial operations of the school, but this area of operation has limited exposure due to budget constraints.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

To attract high quality, highly qualified teachers, the administrative team has participated in many recruitment fairs, stipulating all of the programs and activities that increase student achievement. High quality and highly qualified teachers are attracted to our school using 20 percent increase in salary for working in the zone, and the supplemental pay scale. To attain high quality, higher qualified teachers, the administrative team has developed a leadership team in which teachers can seek educational experiences outside of the classroom and district to enhance their professional career.

• Highly Qualified, Certified Administrators:

The school's administrators consist of the principal, Ms. Isabel D. Castillo, and an assistant principal, Ms. Janell W. Ferguson. Ms. Castillo is a third year principal whose positive attitude and love of children is reflected in her 25 years of service to Miami-Dade County Public Schools. She has served as an elementary teacher, ESOL teacher, and an assistant principal displaying her knowledge and creativity that have marked her professional life. She is certified in Elementary Education, Early Childhood, ESOL, and Educational Leadership. Ms. Castillo holds a Bachelor's of Science Degree from the University of Miami and a Master's of Science Degree from Nova Southeastern University. Ms. Castillo began her tenure at Morningside Elementary School as an ESOL resource teacher for grades K-5. It was there that she received a Chapter 1 Award of Appreciation as well as the Francisco R Walker Teacher of the Year Nominee and Morningside teacher of the Year. Through her efforts, academic achievement by the students has risen tremendously. She facilitated and trained the teachers in the use of research-based programs and materials and using technology as the basis of instruction in order to increase student achievement. Ms. Castillo was awarded with the Mainstreaming Teacher of the Year in 1995, Mathematics Teacher of the Year in 1996, and was a nominee for the Teacher of the Year in July 1994. While participating in the Executive Training Program, Ms. Castillo trained teachers at Rainbow Park Elementary School to adapt the curriculum to enhance the educational needs of the students through the use of effective teaching strategies while incorporating content based curriculum and novels. Furthermore, Ms. Castillo implemented an Early Bird project that resulted in increasing students' love for reading.

Mrs. Ferguson, Assistant Principal, has been employed with Miami Dade County Public Schools for eight years. Mrs. Ferguson taught second and third grade. She served as grade level chairperson, reading coach, and curriculum support specialist before becoming an administrator. Mrs. Ferguson attended grade school in Miami Dade County Public Schools. Upon graduation, Mrs. Ferguson attended Florida Agricultural and Mechanical University receiving a Bachelor's of Science degree in Elementary Education. Mrs. Ferguson received a Master's of Science degree in Urban Education from Florida International University. She received certification in Educational Leadership from Nova Southeastern University and is currently enrolled in the Organizational Leadership doctoral program.

• Teacher Mentoring:

The Teacher Mentoring Program at Little River Elementary School is composed of the administration, teachers and support staff. Both the principal and assistant principal serve as role models to teachers by actively being involved in the fostering of student learning and achievement. In addition, the administration is responsible for identifying a core leadership team who serves as liaisons between administration and the grade level. As per PACES, the professional growth team will provide new teachers with assistance in lesson planning, classroom management, and the execution of all areas of the curriculum. The Reading Coaches provide teachers with classroom resources, demonstration lessons, data analysis, and on-site professional development in the areas of reading and language arts. A mathematics and science resource teacher, a writing resource teacher, and a technology resource

teacher work with the students and staff to help facilitate and monitor each respective program.

• School Advisory Council:

The EESAC brings together all stakeholders and involves them in an authentic role in decisions that affect instruction and the delivery of programs. One of the ways the EESAC will do this is by preparing and evaluating the School Improvement Plan. The EESAC at Little River Elementary School is also responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. EESAC makes recommendations to the principal in the development of the annual budget. Throughout the year EESAC will make recommendations on technology, budget, instructional resources, and other student support services in an effort to improve academic achievement.

• Extended Learning Opportunities

Little River Elementary School is designated as one of the schools in the School Improvement Zone. Zone schools prescribe an extended day and extended school year. Utilizing this format, students with reading deficiencies participate in a structured tutorial that addresses their area of weakness. The program being used with the extended day students is Houghton Mifflin's Early Success Intervention Program, Soar to Success and Voyager Passport. Additional tutorial is provided through a partnership program with the HEAT organization. The HEAT organization is also providing a parent program two evenings a week, while the Academic Excellence Program is funded through the Miami Dade County Public Schools (MDCPS).

• School Wide Improvement Model

Little River Elementary School uses the 8-step Continuous Improvement Model (CIM) to ensure that quality instruction takes place in every classroom. This research-based model adheres to an eight step instructional process, which includes Disaggregation of test scores; Development of Instructional Time Line; Delivery of Instructional Focus; Assessments; Tutorials; Enrichment; Maintenance and Monitoring. This model allows the school to continue to evaluate, correct and prescribe decisions that will improve the quality of instruction and positively impact student achievement, leaving no child behind.

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 checked="" 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:

Improve reading comprehension in all grades

Needs Assessment

Based on the AYP report, 41 percent of our student population scored level 3 or higher on the 2006 FCAT Reading test. Of the students receiving free and reduced lunch, 41 percent scored at or above grade level on the 2006 FCAT Reading test. Of the LEP students, 32 percent scored at or above grade level on the 2006 FCAT Reading test. Of the SWD students, 18 percent scored at or above grade level on the 2006 FCAT Reading test. From this data there is a need for our total population to increase achievement in the content clusters of Reference/Research and Comparisons.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 51 percent of all students in grades 3-5 tested will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all students with Limited English Proficiency will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all Students with Disabilities will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all Black students will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of all students receiving free and reduced lunch will score at achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model in grades K-5.	Classroom Teachers, Administrators	8/16/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the Houghton Mifflin program as prescribed by the IEP, LEP plan, and district to include periodic assessments and continuous progress.	teachers of ESE and SWD, Classroom Teachers, Reading Coaches, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the Extended Day and Extended School Year.	Administrators, Classroom Teachers, Special Area Teachers, Resource Teachers	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the Soar to Success and Early Success in grades 1-4 in the extended hour and monitor by reading checklists reviews.	Classroom Teachers, Reading Coaches, Administrators	8/16/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the tutorial program for those students in LEP and SWD in the Saturday Academy.	Teachers of ESE, and SD Reading Coaches, Administrators, Identified teachers	9/5/2006	5/19/2007	District Strategic Plan	\$1648.00
Utilize CRISS strategies in the classroom to improve student progress on comparison and reference research.	Classroom Teachers, Administrators	9/26/2006	5/26/2007	District Strategic Plan	\$0.00
Implement Accelerated Reader to promote fluency and comprehension to be verified through progress reports.	Classroom teachers, Media Specialist, Administrators, Reading Resource Teacher	10/1/2006	5/19/2007	District Strategic Plan	\$0.00

Implement the ReadingPlus Program in grades 2-5 for students in the top 60th percentile in order to maintain level 3 and higher.	Classroom Teachers, Administrators Reading Resource Teacher	8/22/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the SuccessMaker Comprehensive tutorial program at the students' level in grades 3-5.	Teachers of ESE and SWD, Classroom Teachers, Reading Coaches, Administrators, Reading Resource Teacher	9/5/2006	5/19/2007	District Strategic Plan	\$9250.00

Research-Based Programs

Houghton Mifflin, Soar to Success, Early Success, ReadingPlus, SuccessMaker

Professional Development

Teachers will participate in school-based, regional, and district professional development training, which includes the core reading program, intervention programs, and assessments used at the elementary school level as follows; Continuous Improvement Model, implementing SuccessMaker, ReadingPlus and CRISS. Other selections can be made in the P.D. Catalog; pages 38-45.

Evaluation

The evaluation component will include the 2007 FCAT Reading test, tutorial pre/post test and the districts interim assessments as the final data of evaluation, but will also incorporate the district assessment(s), and schoolwide assessment, as evidenced through the Continuous Improvement Model.

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 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 2 STATEMENT:

Increase the mathematics performance of students in all grades.

Needs Assessment

Based on the AYP report, 40 percent of our student population scored level 3 or higher on the 2006 FCAT Mathematics test, 38 percent of Black students scored at or above grade level, students receiving free and reduced lunch scored 41 percent at or above grade level on the 2006 FCAT Mathematics test. Of the LEP students, 32 percent scored at or above grade level on the 2006 FCAT Mathematics test. Of the SWD students, 18 percent scored at or above grade level on the 2006 FCAT Mathematics test.

From this data there is a need for our total population to increase achievement in the content clusters of Geometry and Algebraic Thinking.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<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, 56 percent of all students in grades 3-5 tested will score an Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of black students in grades 3-5 tested will score an Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of all free and reduced lunch students in grades 3-5 tested will score an Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of all Limited English Proficient students in grades 3-5 tested will score an 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		
Utilize CRISS Strategies to foster and improve student achievement.	Classroom Teachers, Administrators	9/26/2006	5/26/2007	District Strategic Plan	\$0.00
Increase the use of Mathematics manipulative materials with classroom instruction in all grades.	Classroom Teachers, Mathematics Resource Teacher, Administrators, Ese Teachers, ESOL Teachers	9/26/2006	5/19/2007	District Strategic Plan	\$0.00
Implement the SuccessMaker comprehensive tutorial program for students in grades 1-5 and monitor using frequent reports.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	10/5/2006	5/26/2007	District Strategic Plan	\$0.00
Participate in Mathematics competitions to enrich individual experiences such as the Chess program and the Math Bowl.	Classroom Teachers, Mathematics Resource Teacher, Administrators ESE Teachers, ESOL teachers	10/1/2006	5/12/2007	District Strategic Plan	\$0.00
Implement Harcourt Mathematics Program to include periodic assessments and continuous progress scored through edusoft.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement tutorial programs daily and on Saturdays for targeted students, using generated data, through SuccessMaker, to reinforce classroom instruction as assessed through the regular core program.	Classroom teachers, Mathematics Resource Teacher, Administrators, ESE teachers, ESOL teachers	9/11/2006	5/28/2007	District Strategic Plan	\$9250.00
Utilize the Gourmet Curriculum in grade 5 as a supplemental remedial program to increase achievement of targeted students concentrating on Geometry and Algebraic Thinking.	Classroom Teachers, Mathematics Resource Teacher, Administrators, ESE Teachers, ESOL Teachers	10/3/2006	5/26/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt Mathematics, SuccessMaker

Professional Development

Teachers will participate in school-based, regional and district Mathematics professional development in Harcourt Mathematics series, SuccessMaker, using manipulatives, Edusoft and CRISS. Other selections can be found in the P.D. Catalog, pages 53-57.

Evaluation

Bi-Weekly in school assessments, interim district assessments, and SuccessMaker will be used to monitor student progress. Results will be shared within the individual grade levels for small group instruction. Program data, using pre and post tests, will also be shared with administration and district support personnel. Additionally, instruments for monitoring classroom instruction will include Electronic Gradebook, PACES, and informal visitations. Edusoft will be used for structuring remediation in Mathematics.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Increase fourth grade students' scores in writing.

Needs Assessment

FCAT Writing Plus scores showed 72 percent of fourth grade students scored a 3.5 or higher in 2005 and 64 percent scored a 3.5 or higher on the 2006 FCAT Writing Plus. Since students scored lower last year, we need to increase the number of students achieving 3.5 or higher by one percent. This data shows a need for our fourth graders to increase achievement in the area of Narrative writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 73 percent of the students in grade four will achieve a 4.0 or higher on the 2007 administration of the FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate journal writing across the curriculum.	Classroom teachers, Writing resource teacher, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model.	Classroom Teachers, Writing Leader, Administrators	8/1/2005	5/26/2007	District Strategic Plan	\$0.00
Align instruction with theme genre and activities presented in Houghton Mifflin Series.	Classroom teachers, Writing resource teacher, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement simulated FCAT writing formats.	Classroom teachers, Writing resource teacher, Administrators	8/1/2006	5/19/2007	District Strategic Plan	\$0.00
Implement daily instruction of writing conventions for fourth grade and utilize a bi-weekly format of multiple-choice tests.	Classroom teachers, Writing resource teacher, Reading Coaches, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement a Saturday tutorial program, through the HEAT Academy	Classroom teachers, Writing resource teacher, Administrators	9/16/2006	2/10/2007	District Strategic Plan	\$1648.00
Utilize CRISS Strategies to develop reading proficiency across the content area.	Classroom Teachers, Administrators	9/26/2006	5/26/2007	District Strategic Plan	\$0.00
Create a writing portfolio measured through the Rubric to be evaluated monthly in fourth grade.	Classroom teachers, Writing resource teacher, Administrators	9/5/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the School Improvement Zone writing plan in fourth grade to include periodic assessments of monthly prompts concentrating on the Narrative.	Classroom teachers, Writing resource teacher, Administrators	9/5/2006	5/26/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading

Professional Development

Teachers will participate in school based, regional, and district writing activities to enhance instructional practices. Other selections are listed in the P.D. Catalog on pages 38-45.

Evaluation

The evaluation component will include the 2007 FCAT Writing Plus as the final data of evaluation, but will also incorporate the district pre/post writing assessment and periodic school assessment.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 FCAT Science Test administration of the FCAT reflects that eight percent of students met high standards. Therefore, fifth grade students need improvement in the areas of Earth and Space Science and Life and Environmental Sciences as evidenced by 36 percent and 38 percent, which need to meet these requirements. This year concerted instructional effort in this area should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve science skills as evidenced by 33 percent of fifth grade students scoring an achievement level of 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		
Integrate vocabulary building and mathematics experiences into the science curriculum for grade 5.	Classroom teachers, Science resource teacher, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Increase the use of hands on activities with classroom instruction in grade 5.	Classroom teachers, Science resource teacher, Administrators	8/1/2006	5/19/2007	District Strategic Plan	\$0.00
Utilize CRISS Strategies to foster and improve student achievement.	Classroom Teachers, Administrators	9/26/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model in grades 1-5.	Classroom Teachers, Administrators, Resource Teachers	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Implement the Harcourt Science Program to include monthly School Improvement Zone assessments and continuous progress in grade 5.	Classroom teachers, Science resource teacher, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data to identify strengths and weaknesses of students in grade five.	Classroom teachers, Science resource teacher, Administrators	9/11/2006	5/24/2007	District Strategic Plan	\$0.00
Conduct a school wide science fair for students to demonstrate application of the Scientific Process.	Classroom teachers, Science resource teacher, Administrators	3/31/2007	4/7/2007	District Strategic Plan	\$0.00
Conduct staff development workshops to promote the teaching of scientific process skills.	Science resource teacher, Administrators	9/4/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

SuccessMaker, National Science Teacher Association, FOSS kits

Professional Development

Teachers will participate in school-based, regional and district training in the application of the scientific process. Selections are listed in the P.D. Catalog on pages 74-79.

Evaluation

The evaluation component will include the number of students meeting high standards on the 2007 administration of the FCAT Science Test. The school's Science Fair projects will also provide evidence of effectiveness in using the scientific process. The School Improvement Zone Monthly Assessments will be considered in teacher's lesson plans.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase the participation of parents in school programs by five percent.

Needs Assessment

Based on parental attendance rosters, participation of parents for the school year 2005-2006 has increased. Increased participation of five percent will result in enriched student achievement for the school year of 2006-2007. Title I Parent Logs will be used as the measurement instrument for parent participation.

Measurable Objective

Given the need to establish school, home, and community partnership, parental involvement will increase five percent as evidenced by parents participating in school activities during the 2006-2007 school year. Documentation will be provided through Title I Parent Logs, sign-in sheets, and teacher conference summaries.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parent participation in EESAC, Title I, PAC, and PTA in order to support student learning.	Administrators, EESAC members	9/13/2006	5/5/2007	District Strategic Plan	\$0.00
Utilize the Community Involvement Specialist and the Parent Resource Center to enhance parental involvement and academic achievement.	Community Involvement Specialist, Administrators	8/1/2006	5/12/2007	District Strategic Plan	\$0.00
Encourage parents to participate in the HEAT Parent Academy	Community Involvement Specialist, Administrators	9/21/2006	4/29/2007	Community Partnerships	\$0.00
Encourage parent participation in the District Parents' Academy and other literacy programs to promote personal growth for parents as evidenced by sign in sheets and logs.	Community Involvement Specialist, Administrators	10/15/2006	5/26/2007	District Strategic Plan	\$0.00
Plan and implement parent inservices desired as evidenced through parent surveys.	Community Involvement Specialist, Administrators	10/2/2006	5/28/2007	District Strategic Plan	\$0.00
Implement a plan to increase parental involvement in collaboration with the school volunteer program in order to enhance student achievement.	Classroom Teachers, Community Involvement Specialist, Counselor, Social Worker, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Develop communication between educators and the general public suchg united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education as indicated using conference summaries.	Classroom Teachers, Community Involvement Specialist, Counselor, Social Worker, Administrators	10/2/2006	5/31/2007	Community Partnerships	\$0.00

Research-Based Programs

Passport to Success, PTA purposes

Professional Development

Teachers will participate in school-based professional learning communities to expand their knowledge based on how to increase parental communication and support. Parents will be encouraged to participate in the District's Parent Academy.

Evaluation

The evaluation component will include parent involvement logs, and Title I Parental Involvement and teacher conference logs.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Decrease the number of indoor and outdoor suspensions.

Needs Assessment

Based on COGNOS during the 2005-2006 school year, there is a need to decrease the number of suspensions to less than 25.

Measurable Objective

Given the number of students suspended during the school year of 2005-2006 fewer than 25 students will be suspended as reflected using COGNOS during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate actively in "Do the Right Thing" Program on a monthly basis.	Classroom teachers, counselor, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Continue using a peer mediation program incorporating the Peace Education Foundation Program Strategies.	Classroom teachers, counselor, Administrators	11/1/2006	5/26/2007	District Strategic Plan	\$0.00
Provide student safety patrol to maintain student traffic and assist in the preventing safety related issues.	Classroom teachers, counselor, Administrators	8/8/2006	5/26/2007	District Strategic Plan	\$0.00
Implement a detention hall to assist in discipline support.	Classroom teachers, counselor, Administrators	8/1/2006	5/26/2007	District Strategic Plan	\$0.00
Continue to implement a discipline committee to prepare a set assist in the implementation of the Code of Student Conduct.	Classroom teachers, counselor, Administrators	8/15/2006	5/26/2007	District Strategic Plan	\$0.00

Research-Based Programs

Student mediation program, "Peace Education Foundation Program".

Professional Development

Teachers will participate in school-based, regional, and district professional development training in "Peace Education Foundation Program Strategies" Collaborate with TEC to provide professional development in classroom management and discipline for teachers and appropriate staff.

Evaluation

The number of students suspended in 2006-2007 will be 25 or fewer as documented in COGNOS.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Little River Elementary School will integrate technology across the curriculum and will promote equitable and universal access to technology.

Needs Assessment

Thirty licenses for SuccessMaker has proven to be inadequate for a school-wide program during this past school year. In order to implement the program successfully, we require more licenses. A survey indicates that teachers desire more instruction in the use of all software. This will increase the effective and efficient use of technology in the classrooms.

Measurable Objective

Given a school-wide emphasis on Technology and the adoption of new software, 80% of teachers will utilize the SuccessMaker program and attend 3 workshops to measure their management use of software.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide teachers with training to enhance use of all software in the classroom	Classroom teacher, Reading Resource Teacher, Administrators.	9/4/2006	5/31/2007	District Strategic Plan	\$0.00
Implement ReadingPlus and SuccessMaker to enhance instruction that drives student achievement based upon teacher training.	Classroom teachers, Reading Resource Teacher, Administrators	9/4/2006	5/31/2007	District Strategic Plan	\$2500.00
Utilize the Electronic Grade book throughout the school year.	Classroom Teachers, Reading Resource Teacher, Administrators	9/19/2006	5/26/2007	District Strategic Plan	\$0.00
Establish a schedule in each classroom for student interaction with academic support software programs.	Classroom Teachers, Reading Resource Teacher, Administrators	9/1/2006	12/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

SuccessMaker, ReadingPlus

Professional Development

Teachers will participate in school-based, regional, and district professional development training in Electronic Grade book, ReadingPlus and SuccessMaker, as well as selections listed in the P.D. Catalog pages 111.

Evaluation

Professional development in technology will be measured by participation, implementation, and increased student use of software.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Increase the number of students who achieve the Gold Medal in the Physical FITNESSGRAM.

Needs Assessment

Based on the 2005-2006 FITNESSGRAM Test Summary, out of the 214 students tested, 25 received the gold award. Based on this there is a need to heighten awareness in Physical Fitness through exercise and nutrition.

Measurable Objective

Given instruction in Physical Education, 30 students will achieve a gold award recipients as measured by the 2006-2007 FITNESSGRAM Summary.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the percentage of students reaching the gold level of the physical fitness test.	Physical Education teachers, Administrators	9/1/2006	4/15/2007	District Strategic Plan	\$0.00
Introduce a salad bar to the cafeteria lunch line for a period of no less than 3 months to encourage the students to eat healthy.	Classroom teachers, Cafeteria Manager, Administrators	11/15/2006	3/15/2007	District Strategic Plan	\$0.00
Implement the following programs to enhance healthy living: HIV Awareness, Human Growth and Development, Walk Safe Program, Say No to Drugs.	Classroom teacher, Cafeteria Manager, Physical Education Teachers, and Administration.	11/15/2006	3/15/2007	District Strategic Plan	\$0.00

Research-Based Programs

Physical FITNESSGRAM

Professional Development

HIV awareness, Human Growth and Development, Walk Safe Program, Say No to Drugs

Evaluation

The evaluation component will include an increase in the number of children who receive the Physical Fitness Gold Award.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Expand the number of enrichment programs for all students in the school community.

Needs Assessment

There has been a void in developing talent through enrichment programs due to economic conditions in the community and the lack of instructional resources. Last year, there were no students involved in the enrichment programs. According to the music teacher there are many talented students residing here at Little River Elementary School. Knowing this it is our desire to implement enrichment programs.

Measurable Objective

Given an opportunity to use partnerships to develop enrichment programs, 100 students will participate in performances during the school year 2006-2007 as documented by rosters

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Work cooperatively with community partners to provide resources.	Administrators	11/30/2006	5/26/2007	District Strategic Plan	\$0.00
Provide students the opportunity to construct a monthly school newsletter.	Writing Resource Teacher, Administrators	10/15/2006	5/26/2007	District Strategic Plan	\$0.00
Monitor enrichment program procedures, establish classes, and instruction.	Administrators, Journalism and Science Instructors	11/15/2006	5/26/2007	District Strategic Plan	\$0.00
Provide students an opportunity to demonstrate their musical talents through a school wide performance partnership with American Children's Orchestra for Peace.	American Children's Orchestra for Peace	9/11/2006	5/31/2007	District Strategic Plan	\$2500.00
Provide hands on experiences that afford students the opportunity through enrichment programs.	Writing and Science Resource Teachers, Administrators	11/1/2006	5/26/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Teachers will participate in cultural appreciation workshops and gain an understanding of the implications for student involvement in the arts.

Evaluation

Based on the number of students that this school has identified, 100 students will participate in culminating performances that will take place throughout the school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Little River Elementary School will rank at or above the 90th percentile statewide in the return on investment index of value and cost effectiveness of its programs.

Needs Assessment

The return on investment index shows the percent of the highest Return On Investment value as 41 percent with learning gains of 59 percent in mathematics and 63 percent in Reading. The school grade was reported as a C.

Measurable Objective

Little River will improve its ranking on the State of Florida ROI index publication from the 41 percentile in 2005 to the 50th percentile on the State of Florida ROI index in 2006.

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.	Administrators, EESAC	9/5/2006	5/26/2007	District Strategic Plan	\$0.00
Partner with community businesses and agencies.	Administrators, Reading Coaches	9/5/2006	5/26/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources and taking advantage of a broader resource base.	Administrators, Counselor	9/5/2006	5/26/2007	District Strategic Plan	\$0.00

Research-Based Programs

SuccessMaker, ReadingPlus, Soar to Success, Early Success, Voyager Passport

Professional Development

EESAC members will participate in school-based training in reading the school budget.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the District assessment(s) as a progress monitoring tool.

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 Educational Excellence School Advisory Council(EESAC)recommended the use of discretionary funds to update technology hardware and software for the school's programs.

Training:

The EESAC recommends staff development in the areas of reading, writing, mathematics, technology, and classroom management.

Instructional Materials:

The EESAC recommends instructional material needs in an ongoing manner to ensure that students are engaged in teaching and learning process.

Technology:

The EESAC recommends the ongoing assessment of technology needs. Grants are written to supplement our needs and to enhance the teaching and learning process.

Staffing:

The EESAC develops the School Performance Excellence Plan, staffing is discussed and suggestions are given as to the hiring of new staff and utilizing funds as needed.

Student Support Services:

The EESAC recommends utilization of outside resources and the Family Support Team to render services for our students and their families throughout the school year.

Other Matters of Resource Allocation:

The EESAC recommends the purchasing of additional computers and printers for use of existing and future software.

Benchmarking:

The EESAC recommends the support of the strategies of the School Performance Excellence Plan and is informed on the Sunshine State Standards, Competency-Based Curriculum, and the programs that support these ideas.

School Safety & Discipline:

The EESAC recommends that safety of our students be a priority. The code of student conduct is clearly defined and strictly enforced.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$10,898.00
Goal 2: Mathematics	\$9,250.00
Goal 3: Writing	\$1,648.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$2,500.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,500.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$26,796.00

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