
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3141 - Meadowlane Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Kevin Hart

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Meadowlane Elementary School

Meadowlane Elementary is a pre-kindergarten through grade five school that is 97 percent Hispanic and has more than 1200 students. Eighty percent of the students are on free and reduced lunch. The school is located in a totally Hispanic working class community in the city of Hialeah. Most of the students live in rental apartments and townhomes.

Meadowlane offers to its students a reading/language arts gifted program, Academic Excellence Program, and tutoring programs. Parents and students also have the opportunity to participate in a hands-on learning computer lab.

Meadowlane Elementary presents the following school improvement objectives for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 76% of the students scoring an FCAT Achievement Level of 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 77% of the students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 89% of students attaining a score of 3.5 or higher as measured by the 2007 FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 52% of the students scoring FCAT Achievement Level of 3 or higher on the 2007 administration of the FCAT.

Given the emphasis on parental involvement, Meadowlane Elementary will increase parental involvement as evidenced by increased participation in parent workshops by three percent in 2006-2007 as compared to 2005-2006.

Utilizing the Positive Behavior Support model, Meadowlane will reduce the number of disciplinary referrals to administrators by 40%, as compared to last year's school in-house records of an average of 80 referrals per week.

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 5% increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade 4-5 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the Fitness Gram Test.

Given that only 40 students are currently enrolled in the Academic Excellence Program, the number of participants will be increased by 10 percent during this school year, as evidenced by class attendance rosters.

Meadowlane Elementary School will rank at or above the 60th percentile state-wide in the ROI Index of value and cost effectiveness of its programs.

Based on the self-assessment that all employees completed, the two areas for improvement at Meadowlane Elementary are 1.) soliciting ideas from the faculty and 2.) improving the safety of the workplace. These two concerns were expressed in the Organizational Performance Improvement Snapshot. To improve these two targeted areas, the principal will invite faculty participation and EESAC ideas on school matters, including how to make the school safer.

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.

Meadowlane Elementary School

VISION

The vision of Meadowlane Elementary is to establish an educational partnership with the home, school, and community that provides students with an optimal learning environment.

MISSION

Meadowlane Elementary will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application, and abstract thought, while inspiring and stimulation intellectual curiosity that will guide our learners throughout their lives.

CORE VALUES

Meadowlane Elementary believes that:

- Every child has the potential to succeed
- Every educator has the ability to find and nurture the gifts and talents of our students
- By working together with parents and the community, our students achievement will be greatly enhanced.

School Demographics

Meadowlane is a pre-kindergarten through grade five school that is 97 percent Hispanic, two percent White, one percent African-American and one percent Other. The school is located in a largely Hispanic working class community in the city of Hialeah. Most of the students live in rental apartments or townhomes. Meadowlane has more than 1200 students. Eighty percent of the students are on free and reduced lunch. Meadowlane Elementary is a Title I funded school.

Meadowlane was established in 1957 and is located at 4280 W. 8th Avenue, Hialeah, Florida. There are four main classroom buildings, one with four wings and two pods. These four major structures are augmented by three portables, a media center, a kindergarten building, and an office/cafeteria complex. Every classroom has a minimum of three computers with Internet access. The school also has its own server that supports SuccessMaker Enterprise (integrated learning system). The media center houses a closed circuit television system. There is one art room, one music room and one computer lab on the premises.

The school offers students an extensive after-school and Saturday program. Additionally, academically talented students have the opportunity to participate in chess and Academic Excellence classes. For the first time this year we are offering single-gender classes in fifth grade. Research shows that boys are more successful in reading and language arts when female students are not present. Likewise, girls are more successful in mathematics, science and technology when they are in single-gender classrooms. The computer lab is also available to both parents and students after school for enrichment and supplementary activities.

Meadowlane has excellent and dedicated teachers. We believe that our responsibility is to our students first and to the community and the society that we serve. We maintain a positive teaching and learning environment. The staff is comprised of 102 full-time staff members and 21 part-time staff members. Of this group, there are three administrators, 58 classroom teachers, five exceptional student teachers, two guidance counselors, 21 special teachers, 13 paraprofessionals, six clerical employees, seven custodians, 11 cafeteria workers, and three security monitors. The composition of the staff is 16% white, 11% black, and 73% Hispanic. Thirty-seven percent of the teachers have a Masters Degree, 6% have an Educational Specialist Degree, 1% has a Doctorate Degree, and the remaining 56% have Bachelors Degrees.

School Foundation

Leadership:

According to the findings of the Organizational Performance Improvement Snapshot, the leadership of Meadowlane Elementary is strong in setting direction for the school and in sharing the mission and vision, as evidenced by an average score of 4.3. The principal creates a positive working environment and involves his employees in the operation of the school. The administrative team is knowledgeable about scientifically-based research and practice on teaching and learning, and they are the driving force in increasing student academic achievement. Their experience as educators and leaders is recognized in the results of the Organizational Performance Improvement Snapshot.

District Strategic Planning Alignment:

Meadowlane employees are involved in the development of the goals and objectives of the school. The Organizational Performance Improvement Snapshot reveals an average score of 4.1 which shows that the staff feels that the strategic planning process includes an analysis of regulatory and legal requirements, consistent with state and District goals, and that the work location's strategic objectives are supported by action plans that include timelines and resource allocations, including personnel.

Stakeholder Engagement:

Parents and students at Meadowlane are highly satisfied with their level of engagement. The average score in this category of the OPI Survey is 4.4. The work location scored high in communicating the needs of present and future stakeholders. Customer satisfaction is determined through parent surveys, participation in parent workshops, and by the daily interaction of the Community Involvement Specialist with the parents and students. Parents are also able to communicate their needs by visiting our Parent Resource Center.

Faculty & Staff:

Meadowlane takes a team approach to the overall function of the school. Employees collaborate to accomplish Meadowlane's strategic objectives. The Organizational Performance Improvement Snapshot reveals that the work location promotes a work environment that supports professional growth, safety, satisfaction, and motivation for all of its employees. The average score of 4.2 shows the feelings of the staff.

Data/Information/Knowledge Management:

Meadowlane utilizes data to monitor the progress of its employees and school functions. The average score on the OPI Survey in this category is 4.5. Data-driven decision making is stressed in trainings provided at grade level meetings. Test results and comparison data determine the appropriateness of the educational materials and the technology that is used.

Education Design:

Meadowlane manages the key processes of the school to maximize growth and achievement. Some specific opportunities are provided through extended learning programs after school and on Saturdays, computer lab use,

mentoring and paraprofessional assistance. Applying the Eight-Step Continuous Improvement Model, FCAT results are utilized to adjust services provided according to the areas in need of improvement. The average score on the OPI Survey in this category is 4.3.

Performance Results:

Our work location is quite effective in improving performance results as revealed by a score of 4.3 on the OPI Survey. Employees who responded to the Organizational Performance Improvement Snapshot believe that Meadowlane excels in reporting product and service performance results. This process has positively impacted student achievement.

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

GOAL 1 STATEMENT:

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2006 FCAT Reading test indicate that 75 percent of students in grades three through five are reading at or above grade level as compared to 73 percent of students the previous year. Sixty-seven percent of students made a year's worth of progress in reading and 71 percent of struggling students made a year's worth of progress. All subgroups met adequate yearly progress. According to 2006 Stanford Achievement Test 2nd grade reading results, students who are now in the 3rd grade need to improve in main idea. Based upon the 2006 grade 3 reading data results, students who are now in the 4th grade need to improve in Main Idea/Purpose and Comparisons. The 2006 4th grade reading data shows that students who are now in 5th grade need to improve in 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"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 76% of the students scoring an FCAT Achievement Level of 3 or higher on the 2007 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer reading test taking skills workshops to Meadowlane parents to help students prepare for standardized reading test.	Administrators Reading Coaches Title-I Specialist PTA Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Target lowest 25% and retainees in third grade to participate in the after-school remediation program to improve reading achievement.	Administrators Reading Coaches Third Grade Teachers After-School Tutors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize reading coaches to model lessons, support, and assist teachers in enhancing student achievement in reading.	Administrators Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize SuccessMaker reports in reading to drive small group instruction	Administrators Reading Coaches Teachers Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze the data of student assessment in Kindergarten through fifth grade, to immediately target specific students' critical needs.	Administrators Reading Coaches Teachers in Kindergarten through Fifth Literacy Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Revise and implement grade-level developed Sunshine State Standards (Higher Order Thinking Skills) District Pacing Guide reading curriculum in grades two through five to improve the performance of students on the FCAT Reading. Utilize the Research-Based Comprehensive Reading Plan.	Administrators Reading Coaches Teachers in grades two through five	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

SuccessMaker
Houghton-Mifflin Reading Series
Riverdeep
Voyager Passport
DIBELS
Comprehensive Research-Based Reading Plan

Professional Development

Houghton-Mifflin Training
Project Right Beginnings (Kindergarten)
Project Bear (First Grade)
Project Draw (Third Grade)
CRISS
Reciprocal Teaching

Evaluation

Formative evaluation includes student assessment three times a year with DIBELS. Monthly and interim assessments will be given to monitor student progress and redirect learning activities. The monthly assessments will be based on the lowest reading strands on the 2006 FCAT Reading Test, student achievement and the District's pacing guides.

The FCAT will be the summative evaluation.

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.)

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

GOAL 2 STATEMENT:

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics test indicate that 76 percent of students in grades three through five scored at or above grade level as compared to 70 percent of students the previous year. Seventy-one percent of students made a year's worth of progress in mathematics as compared to 67 percent of students the previous year. All subgroups met adequate yearly progress. According to the 2006 Stanford Achievement Test, 2nd grade mathematics results, students who are now in the 3rd grade need to improve in geometry and measurement. Based upon the 2006 grade 3 mathematics data results, students who are now in the 4th grade need to improve in Geometry, Measurement, and Data Analysis. The 2006 4th grade mathematics data shows that students who are now in 5th grade need to improve in Geometry, Algebraic Thinking, and Data Analysis.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" 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 77% of the students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use SuccessMaker Mathematics courseware IPM data and reports to monitor monthly progress and student gains.	Administrators Teachers Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide individualized FCAT strategies and materials to students with disabilities that will address remediation in the Sunshine State Standards (SSS).	Administrators ESE teachers General education teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement SuccessMaker Math Concepts and Skills Spanish software for LEP students that will emphasize remediation and practice in the Sunshine State Standards.	Administrators ESOL teachers General education teachers Technology coordinator	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide students with extra support utilizing the SuccessMaker Mathematics courseware for daily use and practice.	Administrators Teachers Technology coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Follow a grade level scope and sequence that incorporates the District Pacing Guide to ensure that all strands are covered each nine weeks.	Administrators Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hold workshops for Meadowlane parents that provide information about mathematics computation and application skills that appear on the SAT-10 and FCAT to improve the performance of students on the standardized tests.	Administrator Title I coordinator Selected teachers Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott-Foresman Mathematics Program

SuccessMaker

Riverdeep

FCAT Explorer

Professional Development

SuccessMaker

RiverDeep

FCAT Explorer

Summer HEAT Math Workshops

Evaluation

This objective's formative evaluation will be the 2007 FCAT Mathematics Test as evidenced by a two percentage point increase in the percent of students of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT. Teachers will monitor student progress through weekly summative assessments correlated to the textbook and the District Pacing Guide.

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

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 3 STATEMENT:

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of writing.

Needs Assessment

Based on the 2006 FCAT data, students in fourth grade scored at the state level in the expository essay and the combined score. Eighty-eight percent of students are meeting state standards in writing. Narrative essay scores were two points lower than the state mean score.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 89% of students attaining a score of 3.5 or higher as measured by the 2007 FCAT Writing+.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a Sunshine State Standards Writing workshop for fourth grade parents to provide tips on how to help their children improve writing achievement.	Administrators Title I Coordinator Reading Coaches Community Involvement Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement Saturday Academy Writing Clinics prior to the FCAT Writing+ Test.	Administrators Reading Coaches Fourth Grade Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide a Writing Across the Curriculum program for teachers who will provide tips to students in order to improve writing skills (i.e. modeling, intervention, peer editing, higher vocabulary, developing students' voice in writing) while monitoring their progress monthly.	Administrators Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize mentors to new fourth grade teachers to assist and model instructional techniques for writing process.	Administrators Reading Coaches Select Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement cross-grouping by student writing ability in order to maximize level of achievement.	Administrators Fourth grade teachers Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Broadcast a weekly "College Word of the Week" on the morning announcements	Administrators Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement small group interventions to support low achievers/LEP/SWD students in writing using multimedia and word processing software in the computer lab.	Administrators Classroom teachers Technology Coordinator Technology Paraprofessional	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Zelda-Glazer Writing Institute

Workshops for teachers on developing student voice in writing

Evaluation

This objective will be evaluated by the scores of the 2006-2007 district developed pre/mid/post FCAT Writing Tests. Monthly writing tests, as well as pre/mid/post tests in narrative and expository writing will provide a formative assessment which will be used to monitor progress toward the objective. The FCAT Writes+ will be the summative evaluation.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Meadowlane students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of science.

Needs Assessment

The mean scale score for the 2006 FCAT-Science at Meadowlane was 19 points under the state scale score of 299. Areas of weakness include: Earth and Space, Life and Environmental.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve thier science skills as evidenced by 52% of the students scoring FCAT Achievement Level of 3 or higher on the 2007 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly classroom experiments and other activities to promote authentic learning experiences and greater awareness of science.	Administrators Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize the on going cross-curricular utilization of the scientific method as a problem-solving tool applicable to all grade-levels and culmination with a school-wide Science Fair.	Administrators Classroom Teachers Title I Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Offer science project informational workshop to Meadowlane parents to help students prepare for the Science Fair and to enhance science skills. Distribute the packet "Helping Your Child Learn Science" from the DOE website.	Administrators Title I Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement school designed pre/mid/post formative assessments and utilize assessment data as a tool to analyze progress and guide instruction/remediation according to the Florida Sunshine State Standards/CBC.	Administrators Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Science Link Connection from the Houghton Mifflin reading series.	Administrators Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Riverdeep Science Software to support student understanding of science skills.	Administrators Classroom teachers Technology Coordinator Technology Paraprofessional	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Science through Reading First in grades 3-5	Administrators Grades 3-5 Teachers	9/25/2006	5/30/2007	District Strategic Plan	\$5706.52

Research-Based Programs

McGraw-Hill Science Program
Science through Reading First

Professional Development

Summer "Interdisciplinary Instructional Strategies and Practices for the Elementary Teacher" Workshops
INSTAR Science Teacher Summer Institute

Evaluation

Formative evaluation will be conducted through textbook tests, grade level pre/post tests, and teacher generated tests. The summative evaluation will be the 2007 FCAT Science test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Meadowlane Elementary will increase communication with parents.

Needs Assessment

Last school year 1835 parents attended seminars and meetings at Meadowlane. Our goal is to increase this number. This school year, our plans include providing parent workshops/meetings on the following topics: Title I Orientation/Open House, Making Reading Fun, FCAT Reading, FCAT Mathematics, Test Taking Skills, Science Fair Information, and Children with ADHD. The use of sign-in sheets will indicate the degree of participation. We will further assess desirable topics by administering a parent needs survey to learn what the parents would like. We will continue sending home frequent letters and flyers in English and in Spanish to inform the parents about school policies and events and to invite their involvement in the education of their children. School climate surveys will reveal further needs.

Measurable Objective

Given the emphasis on parental involvement, Meadowlane Elementary will increase parental involvement as evidenced by increased participation in parent workshops by three percent in 2006-2007 as compared to 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer door prizes to attendees	Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Send home monthly calendars announcing meetings, seminars, workshops and other events	Title I Coordinator Data Input Clerk	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Produce a Meadowlane Newsletter which informs parents of school happenings and how they can be involved.	Academic Excellence Sponsor Data Input Clerk Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Display important dates and meetings on the school marquee	Title I Coordinator Security Monitor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide workshops that are of high interest to parents	Title I Teacher Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Advertise meetings and workshops in flyers printed in English and Spanish	Title I Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

The Evidence Grows (1981)

The Evidence Continues to Grow (1987)

A New Generation of Evidence: The Family is Critical to Student Achievement (1995)

Professional Development

Community Involvement Specialist monthly inservice meetings

Self-directed study of Federal Title I rules and regulations

Evaluation

The number of parents in attendance as revealed by sign-in sheets will be counted and compared to last year. School climate surveys will be reviewed for suggested improvements.

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.)

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

GOAL 6 STATEMENT:

The goal of Meadowlane Elementary is to decrease the number of disruptive students sent to the office by classroom teachers.

Needs Assessment

Currently, the weekly average number of students who are referred for disrupting the educational process is 50.

Measurable Objective

Utilizing the Positive Behavior Support model, Meadowlane will reduce the number of disciplinary referrals to administrators by 40%, as compared to last year's school in-house records of an average of 80 referrals per week.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a schoolwide leadership or behavior support team	Administrators Grade Level Chairs Parents	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Secure administrator agreement of active support	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a self-assessment of the current discipline system	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create an implementation action plan	Administrator Reading Leader	8-14-2006	5-30-2007	District Strategic Plan	\$0.00
Establish a way to collect office referrals to evaluate the effectiveness of PBS efforts	Administrator Reading Leader	8-14-2006	5-30-2007	District Strategic Plan	\$0.00
Secure a commitment agreement from at least 80% of the staff	Administrator Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development on positive behavior support (PBS) to all faculty and some parents.	Administrator Reading Coach Faculty	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Hold a parent seminar on parenting and discipline skills.	Administrator CIS Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Positive Behavior Support Model

Professional Development

Positive Behavior Support training in faculty and grade level meetings and in District workshops

Distribution of classroom management checklist

Journal articles about discipline

Evaluation

The number of behavior referrals will be reduced by 40%, as compared to last year's in-house referral records.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 7 STATEMENT:

Meadowlane Elementary will increase the use of technology in order to improve student achievement.

Needs Assessment

Usage reports show that student time spent on SuccessMaker can be increased. According to the SuccessMaker usage reports, the amount of time that students are actively engaged with the program correlates to their FCAT achievement.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the SuccessMaker Program as evidenced by a 5% increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize SmartBoards to enhance student learning	Classroom teachers Computer lab teacher Computer lab aide	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an incentive program within each classroom to encourage student participation.	Classroom teachers Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize prediction reports to guide application of SuccessMaker.	Technology Coordinator Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Generate grade level reports to monitor progress during grade level meetings.	Administrators Grade Level Chairpersons Technology Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the computer lab during school for students and after school for students and parents.	Administrators Classroom teachers Technology Coordinator Technology Paraprofessional	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

SuccessMaker Enterprise

Professional Development

SuccessMaker Training

SmartBoard Training

Evaluation

This objective will be met when the usage reports reveal a five percent increase in the amount of time spent on the program.

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 type="checkbox"/>

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

The 2005-2006 Fitness Gram Test shows that 178 of the students tested achieved the Gold Standard while 252 students achieved the Silver Standard.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grade 4-5 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Emphasize running, walking, and other activities that improve cardiovascular and muscular strength.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop an action plan for Meadowlane to insure meeting the goals and objectives as stated.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the Fit to Achieve Program for grades K-5.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue Jump for Heart program.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a Fitness Gram pre-test to determine baseline measures.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Fitness Gram, Fit to Achieve Program, Safety Walk

Professional Development

Fitness Gram Training for Physical Education teachers as provided by the District.

Evaluation

This objective will be evaluated by scores on the 2006-2007 Fitness Gram Test as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2006-2007 administration of the Fitness Gram Test.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Meadowlane Elementary will increase enrollment in the Academic Excellence Program.

Needs Assessment

Results of the 2006 FCAT indicate that students who are involved in the Academic Excellence Program score higher because of their increased exposure to critical thinking skills. We will increase the amount of students participating in this program by 10 percent.

Measurable Objective

Given that only 40 students are currently enrolled in the Academic Excellence Program, the number of participants will be increased by 10 percent during this school year, as evidenced by class attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase student participation in chess.	Academic Excellence Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Teach students using a hands-on approach with great emphasis on critical thinking and problem solving.	Academic Excellence Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize computer activities with the SMARTBoards.	Academic Excellence Teachers Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Send home flyers encouraging eligible students to enroll.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create a school newsletter with students quarterly.	Academic Excellence Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

SuccessMaker

Professional Development

Academic Excellence teachers attend District sponsored trainings.

Evaluation

Students will be evaluated using teacher-made tests. We will also incorporate District assessments as a progress monitoring tool.

Attainment of this objective will be evaluated by a 10 percent increase in the number of participants and comparing it to the 40 currently enrolled.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Meadowlane Elementary will achieve a high return on investment score of 58 percent.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in the 2004-2005 school year, Meadowlane Elementary School ranked at the 52nd percentile on the state of Florida ROI Index.

Measurable Objective

Meadowlane Elementary School will rank at or above the 60th percentile state-wide in the ROI Index of value and cost effectiveness of its programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Houghton-Mifflin Reading Series, Scott-Foresman Math Series, McGraw-Hill Science Series

Professional Development

Houghton-Mifflin Training

Summer HEAT courses

Money Matters

Principal meetings

Budget workshops

Faculty meetings

Evaluation

On the next state of Florida ROI Index publication, Meadowlane Elementary School will show progress toward reaching the 60th 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 Educational Excellence School Advisory Council (EESAC) reviewed the school budget, offering recommendations as needed in support of the school's goals and objectives. For example, purchasing Voyager Passport and Soar to Success Programs was approved.

Training:

The EESAC collaborated with the administration to devise staff development activities to address the needs identified in the School Improvement Plan (SIP). For example, Smartboard training was made available to all teachers.

Instructional Materials:

The EESAC actively participated in the selection of instructional materials in support of those instructional goals outlined in the SIP. For example, Voyager Passport Program was secured for after school tutoring.

Technology:

The EESAC reviewed the technology objectives, offering recommendations as needed in support of the school goals. Additional teachers are receiving Smartboards in their classrooms due to the recommendations of the EESAC.

Staffing:

The EESAC collaborated with the administration to suggest staffing needs identified in the SIP. For example, a part-time security monitor was approved by EESAC.

Student Support Services:

The EESAC actively participated in the selection of student support services, where necessary, to augment the SIP. The EESAC facilitated utilizing Children's Psychiatric Center's services, via the counselors, to provide parents with on-going parenting skills workshops.

Other Matters of Resource Allocation:

The EESAC collaborated with the administration to secure funds in support of the SIP objectives. Consumable primary handwriting books were purchased.

Benchmarking:

The EESAC reviewed the benchmarking activities, offering recommendations as needed, in support of the school's goals and objectives. For example, members will examine DIBELS scores every nine weeks to ensure student progress.

School Safety & Discipline:

The EESAC allotted funds to hire security monitors.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$5,706.52
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
Total:	\$5,706.52

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