
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3261 - Miami Heights Elementary School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Crystal Coffey

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Miami Heights Elementary School

Miami Heights Elementary, a Title I school which has demonstrated outstanding academic achievement since 2002, has committed itself to providing educational excellence for all students since 1963. The school serves 1386 students from pre-kindergarten through fifth grade. The ethnic/racial makeup of the student population is 81 percent Hispanic, nine percent Black Non-Hispanic, six percent white, one percent Asian, and three percent Indian/Multiracial.

Our school provides various stimulating programs such as the Sanron Teach Me Writing Program for kindergarten through fifth grade which assists our students with creating dynamic writing pieces. In addition, the Houghton Mifflin Core Reading Series provides enriched and interesting story selections which correlate to the Sunshine State Standards. This series also contains an abundance of supplemental materials for our students and teachers which provide a link to parental involvement through weekly parent newsletters. To enhance the mathematics curriculum, our students participate in daily FCAT Math Moments, which focus on FCAT mathematic strategies via the morning announcements.

Given instruction using the Sunshine State Standards 72 percent of students in grades three through five will score at a level three or above as documented by the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards 68 percent of students in grades three through five will score at a level three or above as documented by the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards 90 percent of students in grade four will score at a 3.5 or higher on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards 50 percent of students in grade five will score at a level three or above as documented by the 2007 FCAT Science Assessment.

Given the importance between school, home and community an increase in parental participation and attendance in school sponsored activities will increase by 10 percentage points when comparing the 2005 – 2006 Title I Parent Outreach Monthly School Report, which stated that 2701 parents participated in school site activities throughout the instructional year, to the 2006 – 2007 Title I Parent Outreach Monthly School Report.

Given the implementation of the School-wide Discipline Plan, the administration will decrease the number of outdoor suspensions by 20 percent for the 2006-2007 school year as evidenced by the outdoor suspension report.

Given increased attention to enhancing the use of technology, our school will improve the use of programs such as FCAT Explorer, Riverdeep, Accelerated Reader, Star, Microsoft Outlook and Classworks as evidenced by an average score of two on the 2007 STaR School Profile.

Given the need to improve student physical fitness, students will be administered the FITNESSGRAM in grades two through five. Achievement will be demonstrated as evidenced by three percent of students exceeding the 2005-2006 percentage of 73 percent.

Given school wide initiative to involve students in extracurricular programs, 120 students in grades two through five will participate in extra-curricular activities as evidenced by 2006-2007 attendance records from clubs.

Given the State of Florida ROI index publication, Miami Heights Elementary School will improve its ranking from the 59th percentile in 2003 to the 69th percentile on the next publication of the index.

As our school continues to strive in excellence our focus on high academic standards, exceptional leadership, and the commitment to building a strong foundation for our customers, including strong values and good character traits is evident. The Self-Assessment Survey, completed by both full and part-time staff members, revealed two areas where improvements can be made. While all areas scored an average score of 4.0, the two areas with the lowest scores were Business Results and Strategic Planning. Miami Heights Elementary will address these two areas by implementing a systematic approach that centers on the strategic planning process which provides for the involvement of numerous stakeholders, including business partners, more focus groups, surveys and the implementation of a monthly Curriculum Newsletter.

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.

Miami Heights Elementary School

VISION

The Miami Heights Elementary faculty, parents and community members are committed to provide and prepare students in all academic and social components in order for each student to reach their maximum potential. It is our intention to provide an academic atmosphere of educational excellence.

MISSION

At Miami Heights Elementary we provide high quality education in order to produce thoroughly educated citizens able to meet the challenges faced by society.

CORE VALUES

1. **ACADEMIC EXCELLENCE:** Miami Heights Elementary is in pursuit of the highest quality and sound academic standards. We are deeply committed to providing every student with vast educational opportunities and learning experiences as a result of organizational performance.
2. **INTEGRITY:** Miami Heights Elementary stands up for their beliefs and what is right as it relates to one another.
3. **EQUITY:** Miami Heights Elementary has developed a learning environment that caters to all students with a commitment to eliminate gaps in academic achievement.
4. **SELF-RESPECT:** Miami Heights Elementary shows their worth and dignity by being courteous and polite.
5. **HONOR:** Miami Heights Elementary will have high regards on sincerity and truthfulness.
6. **CITIZENSHIP:** We strive to work together as a team to achieve educational successes while understanding that our professional obligations must honor the diversity in our community.
7. **COMPASSION:** Miami Heights Elementary strives to be sympathetic, helpful, and compassionate towards one another.

School Demographics

Miami Heights Elementary School is a Title I school, located in a multi-ethnic community. Currently, a total of 1307 students are being serviced in grades pre-kindergarten through fifth grade. The school has a range of programs dedicated to offering services to students a variety of learning needs: Foreign Language, English for Speakers of Other Languages (ESOL), Inclusion, Gifted, TEAM, and Special Education programs.

Miami Heights Elementary has a student population consisting of 81 percent Hispanic, nine percent Black Non-Hispanic, six percent White, one percent Asian, and three percent Indian/Multiracial. The school staff's ethnic breakdown is 48 percent Hispanic, 25 percent White, 24 percent Black Non-Hispanic, and 3 percent Indian/Multiracial. The percentage of students qualifying for free/reduced lunch is 70 percent. The Students with Disabilities population is ten percent. Miami Heights Elementary School's mobility index is 4.5.

Miami Heights Elementary School employs a total of 96 instructional staff members. Three administrators, a principal, and two assistant principals, serve as the instructional leaders of the school. There are 82 certified classroom teachers, of which five are beginning teachers. In addition, there are 15 teachers of Students with Disabilities, six Spanish language teachers, two teachers of English for Speakers of Other Languages, seven special area teachers, two media specialist, two counselors, one program specialist and one curriculum support specialist for Students with Disabilities, three full-time paraprofessionals, and three part-time paraprofessionals. Thirty-eight percent of the teachers hold a Master's degree, four percent hold a Specialist degree, and three percent hold a Doctoral degree. The student teacher ration is 17:1.

School Foundation

Leadership:

According to the Organizational Performance Improvement Self Assessment Survey (OPIS) completed by the faculty and staff, leadership has driven the continuous improvements organization, while the work environment motivates communication of school goals, to inform and practice procedures for conducive professional growth that contribute to the on-site stakeholders organization's success.

District Strategic Planning Alignment:

The faculty and staff recognize the importance of the organization's goals. Through the leadership of the administration, the staff assigned an average score of 4.0 as related to the following statements: I know how my location's plans will affect my work and my work location asks for my ideas. High numerical values were also assigned to statements relating to knowledge of the organization's plans and the impact on the faculty and their work. Overall, stakeholders feel that the administration values and respects their input and ideas.

Stakeholder Engagement:

Based on the analysis of the results of the OPIS, the customer indicates that our students express satisfaction with being aware of their academic performance and high expectations/standards of their level of work. The stakeholders acknowledge that customers are the most important (4.5) and their customers feel comfort in expressing their needs and wants (4.4).

Faculty & Staff:

The school's faculty and staff have expressed, on the portion of the OPIS, evidence that the school's administration is helpful in their assistance to the community by giving this statement a 4.1 out of a total score of 5.0. The work environment and team cohesiveness is evident in the survey with high scores given. Additionally, the stakeholders expressed satisfaction in the provision of a safe workplace with an average score of 4.4.

Data/Information/Knowledge Management:

The implementation of data analysis and measurement effectively aligns with the OPIS indicating that stakeholders comprehend how to quantify their efforts through their daily classroom instruction. The overall average score of measurement analysis and knowledge management is 4.4 from the OPIS completed by the faculty and staff. In order to disaggregate the data to the stakeholders, emphasis on district, state, and all requirements in the No Child Left Behind Act will continue to be closely tied to the School Improvement Plan.

Education Design:

Results of the OPIS proved our area of educational process to be a strength, given a score of 4.2 out of 5 in the areas of having good work process and control over those processes. The faculty also recognizes the importance of measuring the quality of their work (4.5). In addition, the importance of the analysis and decision making is also addressed in their work.

Performance Results:

On the OPIS category Customer and Market Focus, the faculty responded favorably to questions regarding customer service with an average score of 4.0 to 4.5. The stakeholders commit themselves to the importance of the customer/school involvements.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students in third through fifth grade will demonstrate high academic achievement in reading.

Needs Assessment

Results of the 2006 FCAT Reading Assessment indicate that 78 percent of students in grades three through five met the state mastery level of three or higher. In addition 65 percent of students demonstrated learning gains. Comparison of third grade Reading FCAT scores indicate an increase in students scoring at a Level three and above by six percentage points and a decrease in students scoring level one and two by five percentage points.

FCAT Reading Assessment results indicate that 68 percent of fourth grade students and 58 percent of fifth grade students scored at a level three or above. Greater emphasis is needed in decreasing the number of students scoring at a Level one or two in fourth and fifth grades.

As per the No Child Left Behind Act (NCLB) the adequate yearly progress report students in Students with Disabilities subgroup did not meet the desired forty-four percent of Level three or above on the 2006 FCAT Reading Assessment. Increased emphasis is needed in increasing the number of Students with Disabilities making adequate yearly progress by ten percent.

Data across grade levels shows evidence that the area of greatest need is Comparisons for third grade, Main Idea/Purpose, Comparisons, and Reference/Research for fourth grade, and all benchmarks for fifth grade.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards 72 percent of students in grades three through five will score at a level three or above as documented by the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Accelerated Reader Program, FCAT Explorer, and Riverdeep to enrich the Comprehensive Research-Based Reading Plan.	Teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct monthly grade level meetings to analyze and disaggregate data and ensure continuity of the instructional focus calendar.	Administration, Reading Coach, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish an in-house tutorial program to provide additional reading instruction for a minimum of 30 minutes, twice a week, using supplemental preparatory materials for students in the lowest 25th percentile in third through fifth grade.	Assistant Principal, Reading Coach	9/25/2006	5/30/2007	District-wide literacy plan	\$14980.00
Utilize Voyager Passport to provide remediation for all Tier 2 and 3 students.	Teachers, Paraprofessionals	8/14/2006	5/30/2007	District-wide literacy plan	\$11850.00
Provide Voyager Passport in a small group resource setting for third grade students with disabilities daily, to reinforce effective reading strategies.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$4295.00
Implement an after school tutorial program that will provide additional reading instruction for a minimum of 1 hour, three times a week, using supplemental preparatory materials for students in the lowest 25th percentile in third through fifth grade.	Principal, Reading Coach	10/9/2006	3/8/2007	District-wide literacy plan	\$20000.00
Provide professional development for teachers in kindergarten through fifth grade to ensure effective instruction through the use of the Comprehensive Research-Based Reading Plan.	Administration, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$5000.00
Conduct small, flexible, differentiated instruction reading groups daily, for students in kindergarten through fifth grade, based on results of DIBELS Reading assessment.	Teachers, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Implement after school tutorial program for students with disabilities focusing on all tested benchmarks.	Principal, Assistant Principal, Reading Coach	10/9/2006	3/8/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model (CIM) eight-step process with faculty and staff.	Principal, Assistant Principal, Reading Coach	9/11/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage teachers to attend professional development workshops at district or region regarding reading and share information obtained with the faculty and staff members.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Demonstrate model lessons in the classroom for teachers, using the Comprehensive Research-Based Reading Plan.	Reading Coach	9/14/2006	5/30/2007	District Strategic Plan	\$15000.00
Utilize Reading Coach to conduct literacy center training for kindergarten through third grade teachers.	Administration, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze and disaggregate data based on the Progress Monitoring Report Network (PMRN).	Administration, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

1. Houghton Mifflin Core Reading Program
2. America Reads! Tutorial Program
3. Voyager Passport
4. Comprehensive Research-Based Reading Program

Professional Development

- Comprehensive Research-Based Reading Plan training for new teachers.
- DIBELS administration training for teachers in kindergarten through fifth grade.
- EduSoft training for all teachers in order to assist with assessments and alignment of data for instruction.
- FCAT Data Review for all teachers in order to inform them of our instructional goals, based on AYP results.
- Accelerated Reader training and overview for all teachers in kindergarten through fifth grade.
- Literacy Centers training for teachers in kindergarten through third grade.
- DAR administration training for teachers in kindergarten through fifth.
- PMRN Reports training on how to analyze data for teachers in kindergarten through fifth grade.
- Continuous Improvement Model training for all instructional staff.

Evaluation

This objective will be evaluated using the results of the 2007 FCAT Reading Assessment. In addition, reports generated from the Progress Monitoring and Reporting Network, Edusoft, in-house pre- tests, post-tests, teacher-made assessments, district interim assessments and after school tutorial program assessments will be used throughout the year to monitor progress towards meeting the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students in third through fifth grade will demonstrate high academic achievement in mathematics.

Needs Assessment

Results of the 2006 FCAT Reading Assessment indicate that 77 percent of students in grades three through five met the state mastery level of three or higher. In addition, 74 percent of students demonstrated learning gains. Fourth grade mathematics FCAT scores indicate an increase in students scoring at a level three and above by 16 percentage points and a decrease in students scoring at level one and two by 15 percentage points. FCAT Mathematics Assessment results indicate that 74 percent of third grade students and 51 percent of fifth grade students scored at a level three or above. Greater emphasis is needed in decreasing the number of students scoring at a level one or two in third and fifth grades.

As per the No Child Left Behind Act (NCLB) adequate yearly progress report, students in the Students with Disabilities subgroup did not meet the desired 50 percent of Level three or above on the 2006 FCAT Mathematics Assessment. Emphasis is needed in increasing the number of Students with Disabilities making adequate yearly progress by 13 percent.

Data across grade levels shows evidence that the area of greatest need is Geometry and Data Analysis in third grade. Algebraic Thinking and Data Analysis for fourth grade, and all benchmarks for fifth grade.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards 68 percent of students in grades three through five will score at a level three or above as documented by the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Mathematics instructional focus calendar developed by third through fifth grade teachers to strengthen mathematics instruction.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students who did not demonstrate acceptable learning gains and provide small group tutoring through an in-house tutoring program with a structured mathematics curriculum.	Principal, Assistant Principal, Mathematics Facilitator	9/18/2006	5/30/2007	District Strategic Plan	\$10000.00
Utilize the mathematics facilitator to model lessons, conduct professional development and enhance classroom instruction to improve student performance.	Mathematics Facilitator	9/18/2006	5/30/2007	District Strategic Plan	\$3000.00
Implement an FCAT Academic After School Program where Students with Disabilities will receive individualized instruction focusing on FCAT strategies.	Principal, Assistant Principal, ESE Program Specialist	8/14/2006	3/8/2007	District Strategic Plan	\$4295.00
Implement the Continuous Improvement Model (CIM) eight-step process with faculty and staff.	Administrators, Teachers, and Mathematics Facilitators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze mathematics in-house assessments, during grade level meetings, to identify specific needs of students in each of the tested benchmarks in order to gear instruction.	Principal, Assistant Principal, Mathematics Facilitator, Teachers	10/3/2006	5/30/2007	District Strategic Plan	\$3000.00
Identify students in third through fifth grade scoring in the lowest 25th percentile and provide appropriate interventions through small group instruction in each of the tested benchmarks.	Principal, Assistant Principal, Mathematics Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide instruction using differentiated instructional groups to increase the performance of students who scored at a Level three or above, focusing on each of the	Administrators, Teachers, and Mathematics Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

tested benchmarks.					
Provide intensive instruction, in small groups or by individual students, through the Sunshine State Standards for Students with Disabilities focusing on all tested benchmarks.	Principal, Assistant Principal, Mathematics Facilitator	10/9/2006	3/8/2007	District Strategic Plan	\$11850.00
Implement the Math Superstars program in grades kindergarten through fifth to increase student exposure to mathematics benchmarks.	Mathematics Facilitator, Future Educators of America, PTA	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

- Riverdeep
- Scott Foresman Mathematics Series (Grades K - 5)

Professional Development

- Provide mathematics teachers with professional development in the following programs: Riverdeep, and FCAT Explorer.
- EduSoft training for all teachers in order to assist with assessments and alignment of data to instruction.
- All homeroom teachers will receive monthly professional development from the mathematics coach on various topics of importance and interest to increase student achievement.
- Continuous Improvement Model training for all instructional staff.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT results. Progress monitoring will occur throughout the year utilizing interim assessments, after school tutoring program pre- and post-tests and other teacher-made assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

During the 2006 administration of the FCAT Writing Test, 78 percent of students in fourth grade scored at a level 3.5 or above. Expository writing is a strength with 85 percent scoring 3.5 or above compared to 70 percent in narrative. These results indicate that further instruction should be concentrated on developing narrative writing skills. Multiple choice items from FCAT Writing+ indicate that there is an increased instructional need in the areas of focus, organization, support, and conventions.

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"/>												

Measurable Objective

Given instruction using the Sunshine State Standards 90 percent of students in grade four will score at a 3.5 or higher on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Model effective writing techniques in kindergarten through fifth grade for students to maintain consistency in their writing styles and meet state requirements on the FCAT Writing+.	Writing Coach	9/18/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement school-wide monthly writing prompts to provide FCAT response practice for all students in kindergarten through fifth grade.	Assistant Principal, Writing Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Practice writing across the curriculum daily, with kindergarten through fifth grade students, in all subject areas through the use of journaling and teacher directed prompts.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Supplement writing instruction for third and fourth grade students through pull-out tutoring.	Principal, Assistant Principal, Writing Coach	10/9/2006	5/30/2007	District-wide literacy plan	\$11850.00
Provide teachers with professional development including the "Six Traits to Effective Writing" to develop techniques and strategies for teaching expository and narrative writing.	Writing Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$3500.00
Implement the Sanron Teach Me Writing Program for all students in kindergarten through fifth grade.	Principal, Assistant Principal, Writing Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$1750.00
Provide instruction using differentiated instructional groups to increase the performance of students who scored at a Level 3.5 or above, focusing on expository and narrative writing techniques.	Administration, Teachers, Writing Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the results from the District Writing Pre- and Post-Test to guide instruction in expository and narrative writing.	Principal, Writing Coach, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

1. SANRON Teach me Writing Program
2. Houghton Mifflin Reading Series writing component
3. Six Traits to Effective Writing

Professional Development

- All new teachers to the school will be provided training on the FCAT Writing process.
- Teachers in kindergarten through fifth grade will be provided training on the Sanron Teach Me Writing Program.
- Teachers will be trained on the holistic scoring method by the writing coach.
- Writing Coach will attend professional development workshops on FCAT Writing and effective writing strategies provided by the District.
- Continuous Improvement Model training for all instructional staff.

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Writing Test. Monthly writing prompts, and District Pre and Post Writing Assessments will be used to monitor progress toward meeting the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 4 STATEMENT:

All students will demonstrate high academic achievement in science as dictated by the Sunshine State Standards.

Needs Assessment

Results of the 2006 FCAT Science Assessment showed that 16 percent of fifth grade students performed at a Level three or higher. Proficiency levels in physical and chemical, earth and space, life and environmental, and scientific thinking scored at 50 percent, 43 percent, 46 percent and 50 percent on the 2005-2006 administration of the FCAT Science Test.

The need during the 2006-2007 FCAT Science Assessment is to improve student performance in each of the tested science content cluster areas, and improve in the number of students demonstrating mastery.

Measurable Objective

Given instruction using the Sunshine State Standards 50 percent of students in grade five will score at a level three or above as documented by the 2007 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the science instructional focus calendar developed by fifth grade teachers to strengthen instruction for students in kindergarten through fifth grade.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an In-house Science Pre-Test and Post-Test for all students in first through fifth grade.	Principal, Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Sciencasaurus series to supplement the science textbook and to provide an additional teacher resource in fifth grade classrooms.	Principal, Science Coach	10/9/2006	5/30/2007	District Strategic Plan	\$750.00
Provide a Family Science Night for the Science Fair to inform them of procedures and strategies for successfully completing science projects.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Model effective science strategies in all kindergarten through fifth grade classes.	Science Coach	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Implement the use of FOSS kits in kindergarten through fifth grade to enhance the science curriculum.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00
Implement the utilization of the SPECTRA Science Lab for students in grades three through five to encourage the utilization of hands-on science activities, and to support in-class science instruction.	Science Coach	10/2/2006	5/30/2007	District Strategic Plan	\$12000.00
Implement a school-wide science fair for all students in kindergarten through fifth grade to increase instructional focus on the content cluster of scientific thinking.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model (CIM) for school site faculty and staff.	Administration, Writing Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

McGraw Hill Science Series
Sciencasaurus

Professional Development

- All new teachers to the school will be provided training on the effective use of FOSS kits.
- Teachers will be trained on the scientific method and the implementation of hands-on science in weekly science instruction.
- Teachers will be trained on utilizing the instructional focus calendar.
- Continuous Improvement Model training for all instructional staff.

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Science Test. In-house pre and post-test reports will provide formative assessments which will be used to monitor progress toward meeting the objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

The school will provide opportunities to promote and improve active participation of parental and family involvement.

Needs Assessment

Parental involvement continues to be an area of concern for our school's faculty and staff. As evidenced by the 2005-2006 Title I Parent Outreach monthly school report, there is a 22 percent average in the level of parent participation in school based activities. In order to maximize the total efforts of parents and students, parental participation will continue to be one of the elements driven to link the home to school connection in the 2006-2007 school year.

Measurable Objective

Given the importance between school, home and community an increase in parental participation and attendance in school sponsored activities will increase by 10 percentage points when comparing the 2005 – 2006 Title I Parent Outreach Monthly School Report, which stated that 2701 parents participated in school site activities throughout the instructional year, to the 2006 – 2007 Title I Parent Outreach Monthly School Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite parents and families to FCAT Science night in order to increase student achievement levels.	Reading Coach, Community Involvement Specialist, Literacy Team	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Invite parents and families to FCAT Math Night in order to increase student achievement levels.	Mathematics Facilitator, Community Involvement Specialist	11/15/2006	11/15/2006	District Strategic Plan	\$0.00
Increase parent volunteers through an evening parental involvement recruitment fair.	Principal, Volunteer Liaison, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide a monthly parent calendar that will be distributed to communicate important school dates, and highlight student achievement.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Facilitate greater interest of workshops by presenting inviting themes based on survey results and the needs of students.	Principal, Community Involvement Specialist, Literacy Team	8/14/2006	5/30/2007	District Strategic Plan	\$1500.00
Conduct monthly Title I parent meetings to assist parents with learning FCAT expectations and strategies.	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00
Facilitate morning Parent Outreach workshops.	Literacy Team, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$1500.00
Increase home visits to invite parents and families to school activities.	Community involvement Specialist	9/18/2006	5/30/2007	District Strategic Plan	\$700.00
Provide seminars for parents and families targeting reading strategies for students performing on all FCAT levels.	Reading Coach, Community Involvement Specialist, Literacy Team	9/18/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide a seminar for parents and families on recognizing their child's learning styles in order to increase student achievement.	Reading Coach, Community Involvement Specialist, Literacy Team	12/13/2006	12/13/2006	District Strategic Plan	\$500.00

Research-Based Programs

Children, Youth and Families Education and Research Network (CYFERNet)

Professional Development

The following Volunteer Training Seminars will be facilitated by the Community Involvement Specialist throughout the 2006-2007 school year: Reading Strategies, Reading is Fundamental, Health and Medical Resources, Recognizing your Child's Learning Style, FCAT Science Night, FCAT Math Night, Discipline and Communication.

Evaluation

This objective will be evaluated by the End of the Year Title I Parent Attendance Log and School Climate Survey. Monthly parent attendance logs will provide progress monitoring towards meeting the objective.

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 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

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

GOAL 6 STATEMENT:

Students will demonstrate an understanding of appropriate behavior and an appreciation for a structured environment.

Needs Assessment

Outdoor suspensions during the 2005-2006 school year amounted to 66 days. The days missed greatly affect the educational opportunities these students need to be successful. As a result, there is a need to lower the number of outdoor suspensions.

Measurable Objective

Given the implementation of the School-wide Discipline Plan, the administration will decrease the number of outdoor suspensions by 20 percent for the 2006-2007 school year as evidenced by the outdoor suspension report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform parents via parent seminars to introduce the revised Miami Heights elementary School-wide Discipline Plan for the 2005-2006 school year	Principal, Assistant Principal, Community Involvement Specialist, Counselor	10/9/2006	1/12/2007	District Strategic Plan	\$0.00
Provide teachers and staff strategies to assist with classroom management, anger management and conflict resolution.	Principal, Assistant Principal, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the School-wide Discipline Plan	Principal, Assistant Principal, Instructional Personnel, Counselor	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Implement attendance incentives program school-wide.	Implement attendance incentives program school-wide.	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Maintain parent-school communication on a monthly basis through monthly newsletters, school activity calendars, and Parent Nights.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Instruct and reinforce students on the elements of the Code of Student Conduct utilizing individual classroom instruction, the close circuit television, and grade level assemblies.	Administration, Counselor, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development to all instructional staff in effective classroom management through grade level and faculty meetings.	Administration, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided for all personnel in classroom management and strategies to decrease the number of outdoor suspension.

Evaluation

This objective will be evaluated by the end-of-year suspension report. Monthly reports will provide progress monitoring towards meeting this objective.

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

Miami-Dade County Public Schools

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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:

Miami Heights Elementary will employ the usage of technology tools to assist students in their learning.

Needs Assessment

According to the 2006 STaR School Profile, teacher access to technology which averaged a score of one, merits greater emphasis in order to infuse technology and prepare our students towards a global community.

Measurable Objective

Given increased attention to enhancing the use of technology, our school will improve the use of programs such as FCAT Explorer, Riverdeep, Accelerated Reader, Star, Microsoft Outlook and Classworks as evidenced by an average score of two on the 2007 STaR School Profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parent seminars on a quarterly basis to assist their children with the FCAT Explorer.	Assistant Principal, Microsystems Technician, Community Involvement Specialist	8/14/2006	5/7/2007	District Strategic Plan	\$500.00
Provide teachers with training on the Houghton-Mifflin "Get Set for Reading" lesson planner software, to increase the use of technology to supplement reading instruction.	Assistant Principal, Microsystems Technician	10/16/2006	5/7/2007	District Strategic Plan	\$0.00
Provide teachers with Edusoft training in order to interpret data on in-house and district assessments, as part of the Continuous Improvement Model.	Assistant Principal, Microsystems Technician	10/16/2006	1/19/2007	District Strategic Plan	\$4000.00
Train Exceptional Student Education teachers on documentation procedures of the Individualized Educational Plan, WISE.	Assistant Principal, Program Specialist	8/21/2006	5/21/2007	District Strategic Plan	\$2000.00
Provide and assist teachers with training on various technological programs such as Microsoft Outlook, FCAT Explorer, Riverdeep, Accelerated Reader, Star, and classworks in order to increase productivity.	Assistant Principal, Microsystems Technician	8/14/2006	5/7/2007	District Strategic Plan	\$1500.00
Provide professional development for the instructional staff on the utilization of Dade Schools Email, the employee portal, professional development, etc.	Administration, Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Educational Technology Impact Analysis

Professional Development

All grade level teachers will employ professional development in the area of technology through the following programs and/or software productivity: FCAT Explorer, Pinnacle Online Gradebook, Microsoft Outlook and Progress Monitoring and Reporting Network.

Evaluation

This objective will be evaluated based on the productivity of online programs, teacher generated monthly reports and the annual STaR Survey.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Miami Heights Elementary will implement strategies to improve students' awareness of health and physical fitness that promote lifetime fitness for daily living and overall wellness.

Needs Assessment

According to the 2005-2006 Physical Fitness Test, FITNESSGRAM, 70 percent of students in grades two through five were award winners. After examining the data pertinent to the school's performance, it was determined that a greater focus is needed on the students' performance in the areas of endurance and upper body strength.

Measurable Objective

Given the need to improve student physical fitness, students will be administered the FITNESSGRAM in grades two through five. Achievement will be demonstrated as evidenced by three percent of students exceeding the 2005-2006 percentage of 73 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement additional activities to enhance endurance and upper body strength for students in second through fifth grade.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with a variety of grade appropriate activities about dental health, personal hygiene and Human Growth and Development.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the Physical Education program to ensure the appropriate activities are selected that relate to the Sunshine State Standards, which include body fat, curl-ups, trunk lifts, push-ups and back saver sit up and reach activities.	Principal Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students with a well-balanced meal to promote a healthy lifestyle on a daily basis.	Food Service Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Field Day Olympics for all students in second through fifth grade to promote healthy fitness.	Physical Education Teachers	3/26/2007	3/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

- Professional Development workshops provided by the District for Physical Education Teachers.
- Provide training on administering the FITNESSGRAM for all new Physical Education teachers.

Evaluation

This objective will be evaluated using the results of the 2006-2007 FITNESSGRAM, a health-related fitness test, and teacher made assessments.

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.)

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

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

GOAL 9 STATEMENT:

All students will develop an appreciation for the arts through the implementation of extra-curricular activities.

Needs Assessment

Students at the school site are heavily involved in academic programs to support student achievement. As a result, students have fewer opportunities to participate in extra-curricular activities. Students at our school site are particularly interested in the arts. As a result, a strings club, recorder club and chess club will be implemented for students.

Measurable Objective

Given school wide initiative to involve students in extracurricular programs, 120 students in grades two through five will participate in extra-curricular activities as evidenced by 2006-2007 attendance records from clubs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a student survey for possible students in order to recruit club members.	Music Teachers, Chess club sponsor	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Purchase materials needed to facilitate successful implementation of the clubs.	Principal, EESAC	8/14/2006	5/30/2007	Expanding arts opportunities	\$1999.00
Maintain attendance logs in order to monitor participation in the clubs.	Music Teachers, Chess club sponsor	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Encourage student participation in extracurricular activities through closed circuit television, the public announcement system and student handouts, which will inform students of requirements for entering and remaining in the clubs.	Music Teachers, Chess club sponsor	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Selected teachers will attend professional development sessions that will enhance the instruction of their program.

Evaluation

This objective will be evaluated using the data obtained from the attendance logs and membership rosters.

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

GOAL 10 STATEMENT:

Miami Heights Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

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

Measurable Objective

Given the State of Florida ROI index publication, Miami Heights Elementary School will improve its ranking from the 59th percentile in 2003 to the 69th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Share use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with faculty and staff to reconfigure existing resources or take advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for faculty members to become more informed about the use of financial resources in relation to school programs.	School Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Miami Heights Elementary School will show progress toward reaching the 69th 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:

EESAC has recommended that the EESAC budget be used to fund additional instruction, after-school tutoring, provide additional student incentives and administrative projects that will assist in the continued academic achievement of the student body.

Training:

Training for all faculty members in the programs of: Accelerated Reader, Electronic Gradebook, and FCAT strategies should continue, with particular learning opportunities in the area of technology.

Instructional Materials:

The District mandated texts should accompany all academic instruction, and resources should be provided to enhance instruction within these areas. In addition, research based curriculum materials should be provided.

Technology:

Technology will continue to play a large role at the school site. Students should have access to computers on a daily basis and be given increased learning opportunities in computer programs such as: Microsoft Word, Microsoft Outlook, FCAT Explorer and Riverdeep.

Staffing:

School support staff will continue to be funded through financial needs. Paraprofessionals and staff members will tutor students with low academic performance. This will assist in lowering class size and increasing the number of students making learning gains on the 2007 FCAT Test.

Student Support Services:

The Student Support Services Team will provide support to all classroom teachers by providing assistance to referred students in a timely manner. Also, the team will reach out to parents and families to provide workshops and resources which may assist them.

Other Matters of Resource Allocation:

Allocations will be made to address building improvements such as upgrading technology. Provisions will also be made to assist in obtaining resources for Red Ribbon Week, Exceptional Student Education(ESE) Week and Pan-American Week.

Benchmarking:

The EESAC fully supports academic programs provided by the District office. All instruction will be aligned to the Sunshine State Standards and will be in compliance with all District and school benchmarks.

School Safety & Discipline:

The EESAC will assist the counselors in developing a conflict resolution team comprised of students in grades 3-5 to mediate problems that arise amongst their peers.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$76,125.00
Goal 2: Mathematics	\$33,145.00
Goal 3: Writing	\$17,100.00
Goal 4: Science	\$23,750.00
Goal 5: Parental Involvement	\$10,700.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$8,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,999.00
Goal 10: Return On Investment	\$0.00
Total:	\$171,819.00

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