
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3501 - Morningside Elementary School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Kathleen John-Louissaint

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Morningside Elementary School

Morningside Elementary School offers both an International Studies Magnet Program and a Dual Language Magnet Program in Spanish, French, Haitian-Creole and Japanese. It is the first school of its kind in Miami-Dade County that offers a Haitian-Creole Academy. Students participating in this program are immersed in Haitian Culture.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Morningside Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Morningside Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Morningside Elementary School.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 68% of students will achieve high standards.

Given instruction using Sunshine State Standards, students in grade 3-5 will increase their mathematics skills as evidenced by a 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Hispanic students in grades 3-5 will increase their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Black students in grades 3-5 will increase their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Free and Reduced Lunch students in grade 3-5 will increase their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematics skills as evidenced by a 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 78% of fourth grade students will score at 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 38 percent reaching the state required mastery level as documented by scores on the 2007 FCAT Science test.

Given the school wide emphasis on parental involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by the School Climate Survey.

Given emphasis on a safe and secure learning environment, student tardiness and absences will improve as evidenced by an increase of 3% in the attendance rate of the 2006 - 2007 report.

Given emphasis on the use of technology in education, staff usage of the electronic gradebook, SPI and the infusion of technology in the curriculum will be evidenced by 85% of the staff usage.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades 4-5 will improve in fitness as evidenced by 94% of students will receive a gold or silver award.

Given implementation of foreign language and Haitian-Creole Academy, student participation in second language acquisition skills will increase.

Morningside Elementary School will improve its ranking on the State Return on Investment Index Publication from the 36th percentile in 2005 to the 40th percentile on the next publication.

Morningside Elementary School in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this document as school-wide priorities for the 2006 - 2007 school year. The EESAC also analyzed the September 2006 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Strategic Planning and Business Results, scoring 4.1 and 4.2 respectively out of 5.0 possible points.

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.

Morningside Elementary School

VISION

The Morningside Elementary School community has high expectations for excellence. Teachers, staff, parents, students, and the community will work together to foster an environment where students are excited about learning and work at the peak of their abilities. We believe that learning is a lifelong process, one in which all the stakeholders are fully committed. As a School Improvement Zone School, we will provide an environment that is child-centered, maintaining a balance between the cognitive and affective domains seeking to develop the whole child. As a community rich in diversity, we take pride in and celebrate our uniqueness. We expect students to take responsibility for their actions, respect one another, and make ethical choices. We challenge our children to become critical and creative thinkers and problem-solvers who can work both independently and collaboratively using their failures as learning tools as they prepare to become productive citizens.

MISSION

The mission of Morningside Elementary School is to achieve academic excellence in a caring, safe, and healthy environment. The stakeholders deem that all students benefit from a program in which mathematics, science, social studies, reading, speaking, and writing in the English language are stressed and incorporated with a strong technology component. We emphasize self-worth by valuing our students as individuals and respecting their different cultures. Within the School Improvement Zone we will provide a differentiated instruction and a focus on literacy that promotes high achievement. We recognize that children have various learning styles, and we are committed to multiple teaching methods to ensure their academic success. Through an integration of the Sunshine State Standards and the use of the best instructional practices, an arena is created that stimulates, challenges, and guides students to their goals. We strive to unite with parents and community members to form a strong fellowship that will help us achieve success. We endeavor to provide a quality education for each student in a school that adapts to the changing environment.

CORE VALUES

Respect - We will acknowledge the rights, needs, inherent worth, and dignity of others. We will show others that they matter to us and treat them in the ways that we would like to be treated.

Kindness - We will instill being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

Cooperation - We will work together in pursuit of common goals. We will create partnerships that transcend boundaries, including those created by cultures and institutions. We will create teams that pool the unique and diverse talents of all members of our learning community.

Responsibility - We will take responsibility for our own success and failures. We will celebrate success and see failures as opportunities for growth.

Honesty - We will see things as they truly are, communicate things as they truly are, act based on facts.

Integrity - We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.

Citizenship - We will do our share to make our school and community a better place. We will be good citizens by obeying all rules and laws.

Fairness - We will be open-minded, listen to others. We will not take advantage of others nor blame others carelessly. We will be fair to all.

Pursuit of Excellence - We will do our best with our given talents and gifts and strive to achieve our best each and everyday.

School Demographics

Morningside Elementary School, located at 6620 N.E. 5th Avenue, in the Little Haiti community of Miami, Florida. The school population is approximately 439 pre-kindergarten through fifth grade students, with 74 percent Black, (predominately Haitian American), 22 percent Hispanic, 3 percent White, and 1 percent other. Thirty-eight percent of the student population is Limited English Proficient (LEP). This represents 104 students who are receiving services in the English for Speakers of Other Languages (ESOL) Program. Twenty-six students are served through our in-school Gifted Program. Morningside Elementary School also serves 73 pre-kindergarten through grade five students with disabilities. Our Exceptional Student Education (ESE) Program provides 26 students with services from the Emotionally Handicapped Program, 42 students with services from the Varied Exceptionalities Programs, and 5 students with services from the Speech and Language Program. Approximately 98 percent of our students receive free or reduced lunch, and the mobility rate is at 39 percent. Morningside Elementary School provides basic educational services in traditional classroom settings which are enhanced through computer-based activities in grades pre-kindergarten through five. Additionally, the school has an International Language Magnet in grades two through five for French, Spanish, and Japanese. Additionally, Morningside Elementary School is a Dual-Language Magnet program offering Haitian-Creole, Spanish and French in Kindergarten and First grades. Students in grade two through five who are not in the International Language program receive services in Spanish and Haitian Creole for two and a half hours per week. Morningside Elementary School receives Title I funding which is allocated to reduce class size and defray expenditures for differentiated programs to address the specific needs of students. Morningside Elementary has been designated a School Improvement Zone school which will promote high achievement through a focus on literacy, structured research based-curriculum, supplementary education through an extended day and year, as well as rigorous professional development. Morningside Elementary School employs a total of 67 full-time staff members and 15 part-time staff members. Of this group: 2 are administrators, 21 are classroom teachers, 12 are special area teachers, 9 are exceptional education teachers, 1 is a teacher of the gifted, 1 is a lead teacher, 2 are Reading Coaches, 1 is a Technology Facilitator, 1 is a Counselor, 1 is an itinerant teacher, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 9 are paraprofessionals, 7 are classroom assistants, 6 are clerical employees, 7 are cafeteria workers, 6 custodial service workers, and 2 are security monitors. Of the instructional staff, 42 percent have advanced degrees in education and 47 percent are annual contract teachers. Thirty four percent are Hispanic, 14 percent are White, 52 percent are Black, and 1 percent is Asian. Morningside Elementary School has an average classroom teacher to student ratio of 1:20 in kindergarten through grade five. The Florida Department of Education has graded Morningside Elementary School as a "B" level school. The school received provisional AYP status as a result of moving up one letter grade from C to a B.

School Foundation

Leadership:

Morningside Elementary's leadership team consists of Ms. Kathleen John-Louissaint, Principal; Ms. Sandra B. Cue, Assistant Principal; Ms. Sandra Lezama, Reading Coach; Ms. Suhail Calvo, Title I Reading Coach; Ms. Sonya Ballard, Magnet Lead Teacher; Ms. Widlyne Antoine, EESAC chairperson; Mr. Frantz Pierre, Technology Facilitator; M.s Mercedes Sabates, Media Specialist and Ms. Oby Okany, Counselor. The Leadership team meets monthly to address benchmark timelines, staff development needs, plan coaching and mentoring of teachers, and review student services needs.

The 2006 Organizational Performance Improvement Snapshot Survey indicates that Morningside's strongest item in the area of Leadership is the knowledge of the organization's mission, item 1a, while the weakest is the staff's opinion of the organization, item 1g. Based on these results, it is evident that the administration and the EESAC needs to define a mission, vision and goals for the improvement of this area of concern.

District Strategic Planning Alignment:

The 2006 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Strategic Planning is analyzing progress, item 2c, while the weakest item is the lack of staff input and ideas of the organization's future, item 2a. Based on these results, the EESAC and the administration has involved all employees in the development of the School Improvement Plan goals and objectives.

Stakeholder Engagement:

The 2006 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Stakeholder/Engagement/Customer and Market Focus is knowledge and identification of the stakeholders, item 3a, while the weakest item is the customers feedback, item 3d. Morningside Elementary endeavors to link all stakeholders in the educational process. The school hosts annual Read Aloud Day, Career Day, Family Reading Nights, Hispanic Heritage Program, Haitian Heritage Program , Science Fair, and Field Day where there are parents and community-based organizations' participation. These events promote parents and community organizations' commitment to supporting the educational process.

Faculty & Staff:

Morningside Elementary School employs a total of 56 full-time staff members and 17 part-time staff members. Of this group: 2 are administrators, 21 are classroom teachers, 12 are special area teachers, 9 are exceptional education teachers, 1 is a teacher of the gifted, 1 is a Behavior Management Teacher (BMT), 2 are Reading Coaches, 1 is a Technology Facilitator, 1 is a Counselor, 1 is an itinerant teacher, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 9 are paraprofessionals, 8 are classroom assistants, 6 are clerical employees, 7 are cafeteria workers, 7 are custodial service workers, and 2 are security monitors. Of the instructional staff, 52 percent have advanced degrees in education and 47 percent are annual contract teachers. Thirty four percent are Hispanic, 14 percent are White, 52 percent are Black, and 1 percent is Asian. Morningside Elementary School has an average classroom teacher to student ratio of 1:20 in kindergarten through grade five.

Data/Information/Knowledge Management:

The 2006 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Data/Information/Knowledge/Process Management is the administration and staff's ability to plan effectively and collect information, item 6b and 6c, while the weakest item is 6a, the staff's need and ability to access resources. Based on these results, staff members are encouraged and provided opportunities to participate in the 8-Step Continuous Improvement Model to acquire the knowledge and ability to utilize data to monitor student progress and identify school resources to meet the needs of each student.

Education Design:

Specialty programs are provided to meet the diverse learning needs of our students. Programs include: the Exceptional Student Education Program with an inclusion model for selected students, the Limited English Proficiency Program which provides instruction in English for Students of Other Languages, a Gifted Program, and a Dual Language Magnet Program. These programs will focus on improving the educational achievement of all students.

Performance Results:

The 2006 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Performance/Business Results is the staff members' ability to meet all requirements with high degree of excellence and the satisfaction of the customers, item 7b and 7a, while the weakest item is the staff full awareness of the schools' funding sources, item 7c. Morningside has identified several issues that challenge the process of student achievement. The 2006 FCAT scores indicate that 69% of the students made learning gains in Reading and 57% in Math while 77% of the lowest 25% made learning gains in Reading and earned 394 points equivalent to a school grading of "B". Morningside will continue to utilize the 8-Step Continuous Improvement Model to monitor and improve student achievement, attendance, suspensions and participation in remediation and enrichment activities to improve performance and to achieve.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

BALLARD, SONYA, 195272, Lead Teacher, Elementary Education, CCE/ESOL; DOLCE, DIANA, 147315, Teacher-Kindergarten, Elementary Education, ESOL, Primary Education K-3; DUKE, DOROTHY, 099147, Teacher-Grade 4, Elementary Education, Elementary/Secondary; GORDON, DEANETH, 202925, Teacher-Grade 3, Primary Education, CCE/ESOL; OLIVIER, ANN, 263884, Teacher-Grade 2, Elementary Education; PAUL-HENRIQUEZ, GENEVIEVE, 269731, Teacher-Kindergarten, Elementary Education, Early Childhood; PIERRE, YOLANDE, 213090, Teacher-Grade 1, Elementary Education, ESOL; STEWARD, CORNELL, 142008, Teacher-Grade 3, Elementary Education, Social Science, ESOL; TERRELONGE, EVADNEY, 153330, Teacher-EH Grade-3, Elementary Education, Emotionally Handicapped, ESOL; VICKERS JUANITA, 236542, Teacher-Grade 1, Elementary Education; ZUCKER BARBARA, 186042, Teacher-EH Kindergarten, Grades 1-2, History 6-12, Sociology 6-12, Emotionally Handicapped Elementary/Secondary, ESOL; COTHIERE, LINDA, 183264, Teacher Grade-5, Elementary Education; ANTOINE, WIDLTYNE, 273927, Teacher Grade-4, Elementary Education; WEST, LATIA, 261742, Teacher Grade-3, Elementary Education; VANMALI, RAJNI, 275714, Teacher-Grade 2, Elementary Education; SABATES, MERCEDES, 117830, Media Specialist, Elementary Education, Early Childhood Education, ESOL and Media Specialist; CAVE, CARIMA, 272546, Magnet Teacher, French K-12; PETERS, JAMILLAH, 113824, ESE Teacher, Elementary Education, ESOL and ESE; VIARD, MARIE, 204747, CCHL Teacher, ESE, Bilingual Curriculum; AGOSTO, RAFAEL, 275708, Teacher Grade-4, Elementary Education; PEGUERO, ROBINSON, 275711, Teacher Grade-2, Elementary Education; AMILL, CHRISTINE, 275558, Teacher Grade-5, LLANO, THERESITA, 139943 Teacher Grade-Pre-K, Elementary Education, Early Childhood Education; GEORGINA COSTAS, 132292, Teacher Grade-Kindergarten, Early Childhood Education, Elem. Education, ESOL; PIERRE-LOUIS, YVONNETTE, 233169, Teacher Grade-2, Elementary Education, ESOL; BLOT JEAN-CHARLES, ROSE, 206420, Teacher Grade-3, French, Elementary Education; KOEHNK, DIANE, 263144, Teacher Grade-Pre-K, Elementary Education, Exceptional Student Education; RIVERO, MERCEDES, 162900, Teacher Grade-Pre-K, Emotionally Handicapped; MARTIN, MARIE, 186498, Teacher Grade-4/5 EH, Exceptional Student Education ESOL; DAVIS, CONSTANCE, 040163, Teacher VE, Exceptional Student Education; (OPEN) BMT TEACHER, LEZAMA, SANDY, 191680, Reading Coach, Elementary Education, ESOL, Reading; CALVO, SUHAILL, 217751, TITLE 1 Reading Coach, Elementary Education, Early Childhood, ESOL; PIERRE, FRANTZ, 155361, Technology Facilitator, French, Emotionally Handicapped, Specific Learning Disability; OKANY, OBY, 223135, Counselor, Guidance Counselor; WATSON, SHARAN, 282153, Teacher 5th Grade; GOUSSE, SABINE, 282026, Teacher 1st Grade; LINKLETTER, JENNIFER, 282606, French/Spanish; RUIZ, KATRINA, 282474, Teacher 1st Grade; LOPEZ, DEBORAH, Exceptional Student Education; BURG, NAZO, 282476, Teacher 4th Grade; CHANG, ARIEL, 283222, Teacher Art; ALONSO, AMELIA, 103114, SPANISH/BILINGUAL, ESOL; NAKAMURA, MAYAKO, 263564, Magnet Teacher, Elementary Education; DUVERNY, ROLNEY, 275471, Music Teacher, Music; BURROWS, EVERETTE, 042150, Physical Education Teacher, GUTIERREZ, MABEL, 221844, Physical Education Teacher, Physical Education, Health; Art Teacher, Art; MONDESIR, WILSONNE, 197925, Community Involvement Specialist.

• Highly Qualified, Certified Administrators:

The school principal is Kathleen John-Louissaint. Ms. John-Louissaint has fifteen years of experience in education, with six of those years serving as an administrator.

Ms. John-Louissaint has served as the principal at Morningside Elementary since August 2006. She holds a Bachelor of Science

degree in Elementary Education and Black Studies a Masters of Science degree in Elementary Education, and certification in Educational Leadership. She has taught both fourth grade and fifth grade in low economically disadvantaged schools. Prior to becoming an assistant principal she held the position of Reading Leader, Teacher Trainer for the Urban Systemic Initiative, Grade Level Chairperson, Faculty Council Chairperson, and EESAC Chairperson. She has also instructed ESOL level I, II and III, to adults as well as prepared them for the Citizenship Exam where the majority passed on the first attempt. She has written and received numerous grants and was the after school program coordinator, where she designed and implemented the after school curriculum. As a 4th grade teacher, 85% of her students scored in the 80th percentile or higher on both the Stanford Reading and Mathematics test and 75% of her students scored 3 or higher on the writing test. Her efforts contributed to Toussaint L'Óuverture Elementary School being removed from the state's Critically Low List status. Ms. John-Louissaint has been a member of the district school improvement team and as an administrator participated on the Regional Center III Steering Committee 'where she facilitated professional development opportunities for the Regional Center III assistant principals. As an assistant principal, Ms. John-Louissaint has impacted student achievement by making data-driven decisions to design and implement quality programs that have resulted in the school's receiving "Ä" designation. Her experiences in curriculum and identifying appropriate resources have provided professional development for the teachers and staff.

Ms. John-Louissaint's first administrative position was to open Eugenia B. Thomas Elementary School in 2001. The school opened with a state designated "Ä" grade. While at the school site, she implemented inclusive practices throughout the grade levels for both SWD and English Speakers of other Languages (ESOL) students, an after school tutoring program where she designed and implemented the curriculum, collaborated with staff to improve student attendance and spearheaded many literacy campaigns in order to increase parental involvement. Ms. John-Louissaint then moved to Sunset Elementary School where she implemented inclusive practices which led to 65% of Students With Disabilities scoring at or above grade level on the FCAT reading subtest. Ms. John-Louissaint has also been trained in Curriculum Mapping, Classroom Walkthrough's and test data interpretation. Her leadership qualities coupled with her strong work ethics serves as a model for the daily pursuit of excellence.

The school's assistant principal is Sandra B. Cue. Ms. Cue has nine years of experience in education, with the last five months as an administrator. Ms. Cue has served as assistant principal of Morningside Elementary School since April, 2006. Ms. Cue holds a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership. For the past nine years Ms. Cue has taught a diverse population in low economically disadvantage schools in grades K-5, in various capacity as Classroom teacher, grade level chairperson, Title I Reading Leader, EESAC Chairperson, Curriculum Chairperson and a Lead Teacher under the I CHOOSE! Federal Grant. During Ms. Cue's tenure at Melrose Elementary student achievement increased from a "C" in 2004-2005 to a "B" in 2005-2006, as well as student enrollment. Ms. Cue was instrumental in the implementation of the I Choose! Initiative, which provides global awareness education through a multiple intelligence approach. In addition to the program's implementation, Ms. Cue provided a variety of professional development opportunities resulting in improved test results and student achievement. In addition, Ms. Cue worked as a Curriculum Support Specialist for the office of Professional Development New Teacher Mentoring Program where she worked as a liaison between various school sites and the District procuring and providing professional development for beginning teachers in all areas of curriculum, classroom management and discipline. In addition, Ms. Cue served as a member of the District's ST2 Team proving professional development, planning and monitoring for Holmes Elementary School thus impacting student achievement by making data-driven decisions to design and implement quality programs that resulted in the school increasing their letter grade from a three time "F" rating to a current "C".

• Teacher Mentoring:

Teacher Mentoring

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the District. The school will provide new teachers assistance with planning, setting goals, and effective classroom management strategies through mentorship and coaching. Professional Growth Teams, pairing veteran teachers with new teachers or those who will benefit from additional support, will be facilitated to provide additional growth activities on an individual basis. New teachers

will participate in school site training sessions and receive follow-up, one-on-one mentoring, and coaching provided by the reading coach, administrative team, and grade level chairpersons. Additionally, new teachers participated in the district's New Teacher Orientation program which provided high quality professional development tailored to the challenges facing new and early career teachers. The program incorporates three full days of professional development targeting classroom based instructional activities, classroom resources for teaching and learning, creating positive learning environments and focusing on literacy and strategies to teach reading.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) reviewed, analyzed, and evaluated pertinent data such as the School's Demographic Profile, FCAT Reports, and the School Demographic and Academic Profile, and formulated objectives as school-wide priorities. The council has scheduled monthly meetings, will notify participants, and will create agendas, as per state and district guidelines. In addition, the council will expend a budget of \$8,500.00 to support school-wide initiatives. Members of the EESAC will participate in school safety and discipline committees. EESAC will also provide recommendations related to technology integration, staffing and student support services. Concerns related to academic progress, instructional materials, and supplies will also be addressed by the EESAC.

• Extended Learning Opportunities

Morningside Elementary School will offer an array of additional learning opportunities for all students. Special tutorial programs to address the specific needs for each subgroup will occur during the day, before/after-school and on Saturday's. Funding for these tutorial programs will be augmented through Title I funding and a Children's Trust grant in collaboration with Easter Seals of Miami Dade. Additional services will be provided by State Approved Supplemental Services (SES). During the day, tutorials will provide students in subgroups needed assistance in Reading and Mathematics. The tutorials will include the use of guided reading, Voyager Passport reading program for students retained in third grade as well as other students in need of remediation. Reading Plus, Read 180 will be utilized to provide remedial support for students participating in the Easter Seals/Rocket Learning after school tutorials. The after-school and Saturday programs for Reading, Writing, and Mathematics will provide additional remedial opportunities for students in grades two through five. The before school Chess Program for students in grades two through five will enable students to develop critical thinking skills. The School Improvement Zone extended hour will provide remediation to strengthen needed skills. Enrichment opportunities will be provided to enhance thinking skills and explore students' talents in Art, Technology, Music and Dance. The Chess component will enable students to develop critical thinking skills.

• School Wide Improvement Model

Morningside Elementary School will incorporate the CIM Model (Continuous Improvement Model). The CIM Model involves an 8-step process that will regularly assess students for enrichment and remediation based on data-driven decisions. The steps include: test score disaggregating, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring of the process. Training will be ongoing throughout the 2006-07 school year.

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:

Morningside Elementary students will demonstrate improvement in reading skills.

Needs Assessment

Results of the 2006 FCAT Reading subtest indicate that 66% of students met high standards in Reading according to the No Child Left Behind law. However, the SWD subgroup made adequate yearly progress through Safe Harbor.

26% of the SWD subgroup in grades 3 through 5 has met mastery in reading. Therefore, greater targeted intervention and remediation are needed for students scoring at FCAT Levels 1 and 2, and for those students participating in the exceptional education program.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 68% of students will achieve high standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Reading Test by subgroup and utilize CRISS strategies to guide instruction.	Reading Coaches Curriculum Support Specialists Classroom Teacher Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Use bi-weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks to target instruction and guide intervention.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Use DIBELS, analyze reports to group students for targeted instruction. Reading coach and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Develop and implement long-range plans from biweekly assessments in third through fifth grades, that reflect students strengths and weaknesses and guide intervention by adjusting weekly focus skills for long-range plans.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Implement and monitor the District approved uninterrupted two and one-half-hour reading block using Comprehensive Research Reading Plan in third through fifth grades to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Monitor the implementation of strategies in the Big 5 through ongoing classroom visitations by Reading Coaches, Curriculum Support Specialists and Administrators.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Monitor the implementation of a data	Reading Coaches	8/7/2006	6/01/2007	District Strategic	\$10000.00

management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups for intervention.	Curriculum Support Specialists Classroom Teachers Administrators			Plan	
Utilize computer assisted programs in reading such as Reading Plus, FCAT Explorer Reading, Riverdeep, Starfall, and Accelerated Reader to improve reading comprehension and promote independent reading.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$2000.00

Research-Based Programs

Houghton Mifflin Reading Program, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, Reading Plus, Read 180, Success Maker.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, Reading Plus, Leap Frog, and CRISS. Provide professional development on the Transition Academy for fifth grade teachers in April 2007. The School Improvement Zone Curriculum Support Specialists and school-site Reading Coaches will provide on-going professional development to teachers in third through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning, on selected Wednesdays after early dismissal, and on Teacher Planning days. Provide professional development to instructional staff in reading's Big Five. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation. Increase instructional capacity by providing staff development in the following: 8-Step Continuous Improvement Model, District Critical Mass training for teachers new to the selected grade levels, disaggregating data and using it to drive instruction, WSPI, differentiated instructional strategies, Soar to Success, Early Success, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills, Diagnostic Assessments of Reading (DAR) and based upon the content analysis third grade - words and phrases, comparisons, and reference and research, fourth grade - words/phrases, main idea/purpose and fifth grade - words and phrases, main idea/purpose, comparisons and, reference and research, School Improvement Zone Professional Development workshops, and district sponsored workshops.

Evaluation

Formative bi-weekly and monthly benchmark assessments will be administered by the teacher along with summative Houghton Mifflin Integrated Theme test, Interim Progress Test and the 2007 FCAT Reading for all students. The DIBELS and the Florida Kindergarten Readiness Screener (FLKS) assessments will be used for screening, DAR Informal Reading Inventory will be used for diagnosing, and DIBELS Quarterly, Grade 3 Portfolio Assessment(3), and writing assessments (1-5) will be used to monitor progress.

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 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:

Morningside Elementary students will demonstrate improvement in mathematics skills.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that forty-eight percent of students have met high standards in Math. Thirty-three percent of the students in grade 4 have scored at or above the FCAT Achievement Level 3. Twenty-eight percent of the students in grade 5 have scored at or above the FCAT Achievement Level 3. Sixty-two percent of the Hispanic students, fifty-nine percent of Black students, fifty-nine percent of the Free and Reduced lunch students, and seventy-nine percent of the students with disabilities in grade 3 through 5 have scored below the State required mastery level in Mathematics. Therefore, greater targeted assistance and remediation are needed for students scoring at FCAT Levels 1 and 2, for those who are Hispanic, Black, Free and Reduced lunch, or participating in the exceptional education program.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grade 3-5 will increase their mathematics skills as evidenced by a 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Hispanic students in grades 3-5 will increase their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Black students in grades 3-5 will increase their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Free and Reduced Lunch students in grade 3-5 will increase their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematics skills as evidenced by a 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Edusoft to disaggregate data from bi-weekly and quarterly Mathematics Standards Assessments to monitor progress and identify students in all subgroups in need of remediation to improve mastery of the Sunshine State Standards.	Curriculum Support Specialist Classroom Teachers	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Utilize CRISS strategies with all subgroups to improve mastery of the Sunshine State Standards.	Curriculum Support Specialist Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Use bi-weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to target instruction and guide intervention for all subgroups.	Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize hands-on manipulatives during mathematics instruction with all subgroups to enhance student mastery of problem-solving skills.	Curriculum Support Specialist Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Monitor the use of instructional skills provided through professional development through classroom visitations by Curriculum Support Specialists and administrators.	Curriculum Support Specialists Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Implement an after school and before school program for students in third through fifth grade from all subgroups scoring at Level 1 on the 2006 FCAT Mathematics subtest, using research-based materials; SuccessMaker Enterprise, Riverdeep Mathematics, Scott Foresman/Addison Wesley Mathematics Program, Voyager V-Math and other research-based models that emphasize remediation of student deficiencies through State Approved Supplemental Educational Services.	Curriculum Support Specialist Classroom Teachers Administrators	8/7/2006	6/01/2007	District Strategic Plan	\$5300.00

Research-Based Programs

Core – Scott Foresman/Addison Wesley Mathematics Program,
Supplemental – SuccessMaker Enterprise

Professional Development

Increase instructional capacity by providing staff development in the following: CRISS Training, 8-Step Continuous Improvement Model, disaggregating data and using it to drive instructional practices, differentiated instruction strategies, integration of technology resources into the curriculum, Edusoft, WSPI, use of hands-on manipulatives to enhance and enrich instruction, SuccessMaker Enterprise, and based upon content analysis, third grade – geometry, fourth grade – geometry, algebraic thinking and data analysis, and fifth grade – measurement and district sponsored workshops.

Evaluation

Scores on the 2007 FCAT Mathematics test will be used to evaluate this objective. Lesson plans, biweekly assessments, quarterly Mathematics Standards Assessments, and the formative data generated by Edusoft will be utilized to monitor progress and drive instruction.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Morningside Elementary students will demonstrate improvement in writing skills.

Needs Assessment

Scores of the 2006 FCAT Writing Test indicate that 77% students in fourth grade met high standards in writing. Scores of the Narrative Writing Test indicate that 68 percent of students in grade 4 have scored 3.5 or higher. Scores of the Expository Writing Test indicate that 71 percent of students in grade 4 have scored 3.5 or higher.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 78% of fourth grade students will score at 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Zone Writing Plan as a guide to focus instruction in focus, convention, organization, and elaboration.	Reading Coach Administrators Curriculum Support Specialist Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement individual conferencing and intervention sessions for all students including those scoring 1-3 for all subgroups.	Reading Coach Administrators Curriculum Support Specialists Classroom Teachers	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Implement a school wide instructional focus on the writing process through Writer's Workshop as delineated in Houghton Mifflin and additional functional writing opportunities in grades 3 through 5.	Reading Coach Administrators Curriculum Support Specialists Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Administer pre-test. Form focused writing groups based on writing pretest scores in narrative and expository writing in fourth grade.	Reading Coach Administrators Curriculum Support Specialists Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement and monitor school developed instructional focus calendar, providing intensive, differentiated instruction using the 6-point rubric to evaluate writing tests and use CRISS strategies.	Reading Coach Administrators Curriculum Support Specialists Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Use the Write Time For Kids Program to provide a vehicle for additional and supplemental instruction of writing skills and the evaluation of student progress.	Reading Coach Administrators Curriculum Support Specialists Classroom Teachers	8/07/2006	6/01/2007	District Strategic Plan	\$1000.00

Research-Based Programs

Houghton Mifflin Writers Workshop

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level. Increase instructional capacity by providing professional development in the following: CRISS Training, 8-Step Continuous Improvement Model, data analysis, holistic scoring using the U-6 Rubric, and opportunities to attend district sponsored workshops. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Scores on the 2007 FCAT Writing Plus Test will be used to evaluate this objective. District and teacher provided writing prompts will provide formative data used to monitor progress.

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

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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:

Morningside Elementary students will increase their science performance to meet high standards.

Needs Assessment

The results of the 2006 FCAT Science test administration reflect that 13 percent of students met high standards. Therefore, fifth grade students need improvement in the areas of Earth and Space, Physical and Chemical as evidenced by 64 percent, 58 percent and 42 percent respectively, which is needed to meet these requirements. This year concerted instructional effort in these areas should result in an increase in student achievement in Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 38 percent reaching the state required mastery level as documented by scores on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students in all subgroups to use technology resources to research topics in science focusing on the scientific method.	Administrators Curriculum Support Specialists Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize CRISS strategies to increase student achievement in science.	Curriculum Support Specialist Classroom Teachers Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Implement science pacing guide to ensure that all Sunshine State Standards are being taught through content area instruction.	Administrators Curriculum Support Specialists Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Align the Science and Mathematics long-range plans to provide opportunities for the integration of the two subjects so that students can experience the relation between Mathematics and Science.	Administrators Curriculum Support Specialist Classroom Teachers	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Use School Improvement Zone monthly assessments align to the Sunshine State standards tested benchmarks to target instruction and guide intervention.	Curriculum Specialist Classroom Teachers Administraors	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct a schoolwide Science fair for students to demonstrate application of the Scientific process	Curriculum Specialist Classroom Teachers Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the monthly assessments to indentify strengths and weaknesses of students in grade five to guide instruction.	Curriculum Specialist Classroom Teachers Adminstrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide resources for students in second through fifth grades to participate in weekly hands-on /inquiry based investigation through the Science for all curriculum.	Administrators Curriculum Support Specialists Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$500.00
Conduct staff development workshops to promote the teaching of science process	Curriculum Specialist Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$500.00

skills.	Administrators	
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Research-Based Programs

FOSS Kit

Professional Development

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

Evaluation

Scores on the 2007 FCAT Science test will be used to evaluate this objective, as well as the School Improvement Zone monthly assessments and an increase in participation in the science fair.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Morningside Elementary parental involvement will increase the number of parents participating in program activities.

Needs Assessment

Parental involvement and activities to promote a positive school climate is needed.

Measurable Objective

Given the school wide emphasis on parental involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by the School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage and promote active community involvement through collaboration with Dade Partners and the School Volunteer Program.	Administrators CIS Counselor	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Encourage parent participation in the Parent Academy and other literacy enhancement programs that promote personal growth for parents.	Administrators CIS Counselor Social Worker	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Implement and maintain a Parent Resource Center to provide resources to enhance student learning.	Administrators CIS	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Provide weekly Second Cup of Coffee parental workshops/activities to empower parents with the skills needed to assist their child; workshop topics to include: a) school-writing projects and the writing process; b) school-home reading projects to increase literacy; c) school-wide mathematics projects to increase mathematical skills in order to promote student achievement.	Administrators Community Involvement Specialists Reading Coach Social Worker Media Specialist	8/7/2006	6/01/2007	District Strategic Plan	\$1000.00
Establish active parental participation in their child's education and in decision-making groups such as the Parent Teacher Association (PTA), School Advisory Council (EESAC) and the Title I Parent Advisory Council (PAC).	Administrators CIS	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Create hands-on science activities for parents to use at home designed to increase their child's scientific inquiry skills.	Administrators CIS Instructional Staff	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Increase home school communication through written notification to parents in their home language of meetings, parent workshops, parent teacher conferences and homevisits.	Administrators CIS	8/7/2006	6/01/2007	District Strategic Plan	\$1000.00
Provide parenting skills workshops to	Administrators	8/7/2006	6/01/2007	District Strategic	\$500.00

promote the emotional/social development of their child.	CIS Social Worker Counselor		Plan	
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Research-Based Programs

PASSport to Success

Professional Development

Increase instructional capacity by providing professional development in the following; participation in Teacher/Parent Conferencing, Home/School Communication, EESAC, and PTA. Provide professional development for Community Involvement Specialist in Teacher/Parent Conferencing, Home/School Communication, EESAC, and PTA.

Evaluation

The Title I logs; rosters for school-wide workshops/in-services, home visits, number of signed compacts returned.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 6 STATEMENT:

Maintain and Promote a Safe Learning Environment and improve attendance.

Needs Assessment

The Miami-Dade County Percentage of attendance Report for 2005-2006 indicates an average attendance of 95 percent.

Measurable Objective

Given emphasis on a safe and secure learning environment, student tardiness and absences will improve as evidenced by an increase of 3% in the attendance rate of the 2006 - 2007 report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor DARE Program, Do The Right Thing, Citizens Crime Watch to increase a safe, learning environment for students to attend school.	Counselor Administrators CIS/PTA Social Worker City of Miami Police	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Review, implement and adhere to the Miami-Dade County Public Schools' Code of Student Conduct.	Administrators Classroom Teachers Parents	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Utilize Social Workers for home visits to follow up on Tardies/Absenteeism	Administrators Social Worker Counselor Parents	8/7/2006	6/01/2007	District Strategic Plan	\$0.00
Implement ConnectEd Attendance Notification Program and Truancy Intervention Program	District staff Administrators Counselor	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Character Education Program
Drug Free Schools
Bullying Prevention program
Peace Foundation

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to all staff, instructional and non-instructional, and will include strategies and intervention programs to improve attendance.

Evaluation

The 2006 - 2007 Attendance Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 7 STATEMENT:

Provide on-going professional development for teachers in technology in order to improve student achievement.

To engage students in grades K-5 in technology infusion projects and information literacy skills in support of their life-long and academic learning needs.

Needs Assessment

Morningside's 2004 STaR School Profile Technology Report indicates that there is a need for improvement in each of the following areas: Technology Administration & Support, Educators and Technology, Learners and Learning, Accountability, and Community. Morningside's scores varied from Level 0.7 (entry) to Level 3.2 (Target-Level 4). Results indicate a need for all teachers, students, and staff to acquire skills in using available technology and a need for additional funding, staff development, usage of technology, infusing of technology in the curriculum and student engagement.

Measurable Objective

Given emphasis on the use of technology in education, staff usage of the electronic gradebook, SPI and the infusion of technology in the curriculum will be evidenced by 85% of the staff usage.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a Multimedia cart to facilitate teacher usage of various technologies.	Administrators Technology Facilitator	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Develop a Train-the-Trainer model at each Grade Level.	Administrators Technology Facilitator Classroom Teachers	8/7/2006	6/01/2007	Small Learning Communities	\$0.00
Provide professional development in Reading Plus and E-Grade Book.	Technology Facilitator Administrators	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Utilize EasyTech Course and Atomic Learning.com, two online training CBT (Computer Based Training) with grades 4-5 students and staff for technology literacy training.	Administrators Technology Facilitator Teachers	8/7/2006	6/01/2007	Continuous Improvement Model	\$0.00
Allocate funding for hardware and software.	Administrators	8/7/2006	06/01/2006	District Strategic Plan	\$5000.00
Provide professional development in the integration of technology in the curriculum.	Administrators Technology Facilitator	8/7/2006	06/01/2007	Continuous Improvement Model	\$1000.00

Research-Based Programs

Core Program: National Education Technology Standards (NETS)

Professional Development

Online modules in all areas of technology literacy training will be available through EasyTech Courses and AtomicLearning.com Courses (two Computer-Based Training (CBT) online training programs. These CBT's will be used in training situations and independently by all staff. Participants and the technology Facilitator will assess mastery levels through self-administered quizzes and reports.

All teachers and instructional staff will receive instruction and training in the integration of technology into the curriculum. Communication Arts and Social Studies will be the core areas initially developed.

Evaluation

Formative evaluation each marking period, reports, self-quizzes. Mastery will be assessed through classroom walk-through and increase in student use of technology.

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

GOAL 8 STATEMENT:

To improve Health and Physical Fitness.

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM, 91% of Morningside's 4th and 5th grade students received a gold or silver award. Those results indicate a need for 9% of the students to become more physically active and health conscious.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades 4-5 will improve in fitness as evidenced by 94% of students will receive a gold or silver award.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a physical education program and increase student participation in the FITNESSGRAM.	Administrators Physical Education teachers	8/7/2006	06/01/2007	District Strategic Plan	\$0.00
Engage students in cardiovascular activities and flexible training for a minimum of 2 hours per week.	Physical Education Teachers Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct lectures and lessons on nutritinal foods.	Physical Education Teachers Classroom Teachers	8/7/2006	6/1/2007	District Strategic Plan	\$500.00

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development will be provided to Physical Education personnel by the Division of Life Skills and Special Projects.

Evaluation

Results of Miami-Dade County Public Schools Fitness Testing Program 2006 - 2007 FITNESSGRAM and teacher's lesson plans will reflect implementation of strategies.

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 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

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

GOAL 9 STATEMENT:

The School Improvement Zone Extended Day Program will increase student participation in foreign language.

Needs Assessment

Based on parent/community survey and meetings, the majority of parents and community members communicated through a vote a greater need for an intensive dual-language instruction program.

Measurable Objective

Given implementation of foreign language and Haitian-Creole Academy, student participation in second language acquisition skills will increase.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Students will engage in foreign language instruction during enrichment activities.	Language Teachers Administrators Lead Teacher	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide professional development to all teachers on Global studies.	Language Teachers Lead Teacher Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$2000.00
Students will participate in a foreign language showcase focused on cultural and language activities.	Technology Tacilitator Classroom Teachers Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$2000.00

Research-Based Programs

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day in Global studies education. Trainings will include use of foreign language instructional activities through technology.

Evaluation

Attendance roster to indicate participation of students in dual-language program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased.

Needs Assessment

The Return on Investment Index indicates that in the state of Florida Morningside Elementary is at a 36 percentile. A qualitative cost analysis team is needed in order to : (a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources (b) monitor whether or not the programs and resources are improving school and student performances (c) measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

Measurable Objective

Morningside Elementary School will improve its ranking on the State Return on Investment Index Publication from the 36th percentile in 2005 to the 40th percentile on the next publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

The principal will attend trainings conducted by the District which focus on budget and internal funds.

Evaluation

Based on the results of the ROI index, Morningside Elementary School will show progress toward reaching 40th percentile on the next publication.

EESAC Compliance

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

Budget:

The EESAC recommended the allocation of funds to support the educational programs and strategies outlined in the School Improvement Plan.

Training:

The EESAC supports the recommendations for professional development based on a needs assessment survey and the School Improvement Plan.

Instructional Materials:

The EESAC worked cooperatively with the staff and administrators to make recommendations for supplementary instructional materials and resources to enhance student academic performance.

Technology:

The EESAC reviewed STaR survey results and supports the School Improvement plan objectives and strategies to enhance student and staff usage of future technologies.

Staffing:

The EESAC supports the utilization of paraprofessionals and classroom assistants to assist teachers as they implement differentiated instruction activities.

Student Support Services:

The EESAC recommended strategies to enhance support services provided by the school counselor, Community Involvement Specialist and through the cooperative consultation process.

Other Matters of Resource Allocation:

The EESAC has recommended funds to support and enhance our Music program, as well as provide incentive programs to reward students for regularly coming to school.

Benchmarking:

The EESAC has recommended the data sources and the methods for the collection of data to provide benchmarking as related to the School Improvement Plan. The areas include student achievement, staff development and parental involvement.

School Safety & Discipline:

The EESAC recommends and supports the School Improvement Plan strategies to enhance school safety and discipline based on the collaborative efforts of the Behavioral Management Committee, EESAC, and Administrative team.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$12,000.00
Goal 2: Mathematics	\$5,300.00
Goal 3: Writing	\$1,000.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$2,500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$6,000.00
Goal 8: Health & Physical Fitness	\$500.00
Goal 9: Electives & Special Areas	\$4,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$32,300.00

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