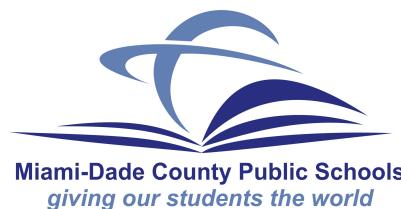


# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*



*School Name:* 3781 - Barbara J. Hawkins Elementary School  
*FeederPattern:* Miami Carol City Senior  
*Region:* Regional Center I  
*District:* 13 - Miami-Dade  
*Principal:* Evelyn Harrison  
*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

### *Barbara J. Hawkins Elementary School*

Barbara Hawkins Elementary School is located at 19010 NW 37th Avenue in Miami Gardens, Florida, a predominately African American community. The school is an attractive, well-maintained facility which was constructed in 1960 and has undergone two major additions and renovations. It consists of grades pre-kindergarten through five in the regular program, and a resource Gifted program. Instruction is provided by a highly trained staff of 51 teachers, paraprofessionals and administrators who are committed to providing appropriate and challenging educational programs for our students. After analyzing and evaluating pertinent data, Barbara Hawkins Elementary School, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as school-wide priorities for the 2006-2007 school year.

Given instruction based on the Sunshine State Standards students in grades 3 to 5 will improve their reading skills as evidenced by 51 percent scoring at or above Achievement Level 3 on the 2006-2007 administration of the FCAT-Reading Assessment.

Given instruction based on Sunshine State Standards, students in grades 3 to 5 will improve their mathematics skills as evidenced by 56 percent scoring a Level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics Assessment.

#### NCLB SUBGROUP:

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3 to 5 will improve their mathematics skills as evidenced by 56 percent scoring at a level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards students in grade 4 will improve their writing skills as evidenced by 79 percent of students scoring at 3.5 or higher on the administration of the 2006-2007 FCAT-Writing+ Assessment.

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 37 percent scoring at or above Achievement Level 3 on the 2006-2007

administration of the FCAT-Science Assessment.

Given the school wide emphasis on parental and community participation, the school will demonstrate a eight percent increase in parental and community interaction as evidenced by comparing parental rosters for the 2005-2006 and 2006-2007 school years.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, students at Barbara Hawkins Elementary School will increase their attendance by 0.75 percentage points as evidenced by the Attendance Report for 2006-2007 School Year.

Given an emphasis on the use of technology in education, students in grades 3 to 5 will improve their Mathematics skills by using computer technology to score level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics.

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades 4 and 5 will improve their skills as evidenced by 60 percent of students meeting high standards on the 2006-2007 administration of the FITNESSGRAM Test.

Given the opportunity, the students will increase their involvement as evidenced by a six percent increase in participation of art contests and musical presentations.

Barbara Hawkins Elementary School will improve its ranking on the State of Florida ROI Index publication from the 8th percentile in 2004 to the tenth percentile on the next publication of the index.

The results of the 2006-2007 Organizational Performance Improvement Snapshot Survey(OPIS) reveal that 91 percent of the staff of Barbara Hawkins Elementary School completed the assessment. The two areas of priority from the results of the survey are from Process Management Category 6 (item 6a) and Business Results Category 7 (7c). These are the same two areas of concern from last year. However, the results did show some improvement, indicating some progress had been made. But there is still a need for improvement. The first area of attention concerns "getting the necessary resources to do my job." Teachers will be asked, at grade level meetings, to discuss needed resources and share where available. Next, grade level chairpersons will submit a list of resources that are not available on grade level. A list of needed resources will be compiled and distributed school-wide. All stakeholders will be asked to monitor the needs list and work together to provide assistance when and where necessary. Teachers will be encouraged to research and write grants for their needs and those of the school. Finally, the second area that needs attention is "I know how well my organization is doing financially." An environment of professional collaboration at Barbara Hawkins Elementary School will enlighten the stakeholders of the financial status of our school. The principal and the elected members of the EESAC will conduct a financial workshop to ensure that all stakeholders are familiar with the financial structure and expenditures of our organization. In addition, the financial status of the organization will be made available to the stakeholders on a more frequent basis. We will do our best to address these two areas throughout the year.

## **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.

## **Barbara J. Hawkins Elementary School**

### **VISION**

Barbara Hawkins Elementary School is committed to enhancing the performance of all students and maximizing their potential as life-long learners in a technologically changing world. Therefore, educational technology will be integrated into the curriculum and accessible to all students, ensuring their ability to successfully meet the challenges of the 21st Century.

### **MISSION**

The staff and community of Barbara Hawkins Elementary accept the challenge to develop the academic and social potential of all students, and to provide a nurturing environment for their emotional growth, enabling them to become productive citizens in a global society.

### **CORE VALUES**

Barbara Hawkins Elementary uses the following beliefs as our guide toward instruction and forms the foundation of all of our programs. We believe that all children can learn and that our responsibility is to motivate and assist our students to realize their potential and to make sure that no child is left behind.

## School Demographics

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Barbara Hawkins Elementary School serves 432 students including basic curriculum students, 27 ESE students, 18 gifted students, 6 ESOL students and 95 percent economically disadvantaged students. The student population is made up of different ethnic/racial groups including Black (94 percent) and Hispanic (seven percent) and Other(four tenth percent). The mobility index of the school is 38. Most of our students come from families where there are limited resources. This creates a disadvantage for our students because they do not have a lot of exposure to educational experiences outside of school. In addition, many of our students need extra help to master basic skills. Parents and other members of the community are encouraged to attend P.T.A. and School Advisory Council, so they can participate in decision-making activities. We offer an afterschool care program with many activities to support academics including computer skills, library activities, and home learning support. The staff of Carol City Middle School provides our teachers with appropriate information to ensure that our students are prepared with the prerequisite knowledge they need to be successful in middle school. Most of the fifth grade students leaving our school will attend Carol City Middle School. Barbara Hawkins Elementary School also enjoys a relationship with local colleges including Miami-Dade College, Florida Memorial, Union Institute and the University of Miami. Students from these colleges provide tutoring for our students. Additionally, Barbara Hawkins Elementary School provides supervision for interns from various colleges and universities. We also have several business partners including Pro Player Stadium/Miami Dolphins who donate tickets for our students. Additionally, a local fraternity donates food for our holiday baskets which are given to needy families in our community. The enrollment at Barbara Hawkins Elementary has increased by (nine percent) this year. The school received a grade of "D" by the Florida Department of Education. Our school offers a strong academic program, after school care, Academic Excellence Program, SECME and a gifted resource program. In addition, we are partnered with Miami-Dade Police Department to provide the KAPOW program to our fifth grade students. We also have an aesthetically beautiful environment which includes a butterfly garden. There are several challenges that Barbara Hawkins Elementary School faces in providing educational activities that result in student learning. Our student population is highly transient as indicated by our mobility index. Most students seem reluctant to spend the time needed outside of the classroom to master basic skills and lack the parental involvement at home to reinforce learning. Many families in our neighborhood rely on government services to provide for the basic needs of the students. In addition, most of our students do not have access to computer technologies at home or access to the Internet.

Barbara Hawkins Elementary School has one principal and one assistant principal. There are twenty-two certified classroom teachers, one media specialist, one elementary school guidance counselor, one micro-systems technician, one community involvement specialist, five special area teachers, one ESE teacher, one on-site science resource teacher, one on-site mathematics resource teacher, two reading coaches, one title I coordinator, one gifted teacher, one speech pathologist, four full-time paraprofessionals, three part-time paraprofessionals, and a pool substitute. Other support personnel include clerical staff, custodial staff, cafeteria staff, and volunteers. The ethnic make-up of faculty and staff is as follows: 75 percent are Black, 16 percent are White, and nine percent are Hispanic. Of the instructional staff: 59.4 percent hold Bachelor's Degrees, 34.4 hold Master's Degrees, and six percent hold Specialist Degrees. In addition, we have one National Board Certified Teacher.

## ***School Foundation***

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### ***Leadership:***

The leadership begins at the top with Mrs. Evelyn Harrison, Principal of Barbara Hawkins Elementary School. She works very closely with the Leadership Council. The Staff Survey with a score of 4.5 demonstrates that the staff continues to feel very positive about the leadership and day to day operation of the school. Mrs. Harrison continues to take action when and where it is necessary. Barbara Hawkins Elementary School encourages shared decision making between all stakeholders which includes members of the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide support and professional growth opportunities so that all stakeholders can make informed decisions. New ideas are accepted and encouraged by the administrators. It is important to offer support beyond the basic curriculum for all students and parents.

### ***District Strategic Planning Alignment:***

The Staff Survey indicated with a score of 4.4 that employees are satisfied with their involvement in the development of school goals. EESAC and the staff of Barbara Hawkins Elementary School analyzed the goals and objectives of our school and the entire faculty worked together to make dramatic gains in student performance. We will continue to monitor the goals and objectives of our school so that they are in alignment with State and District goals and objectives.

### ***Stakeholder Engagement:***

The Staff Survey indicated with a score of 4.3 that the level of satisfaction of its customer is good but there is always room for improvement. Barbara Hawkins Elementary School is committed to enhancing the level of satisfaction of our customers and maximizing their potential in a technologically changing world. We have made a commitment to create a warm and inviting environment at our school where parents and community members feel comfortable. The three areas of concentration are in education, personal/social, and the world of work. We strive to link with the community in many ways. We have school volunteers from local colleges who tutor our students. Each year we have parent workshops which focus on a variety of topics for our customers. Members of our community are encouraged to attend EESAC so they can participate in decision-making activities. Our Parent Resource Center is a focal point of our school where parents gather to exchange ideas and receive support services. In addition, we offer an after school care program for the children of working parents. This program offers many activities to support academics including computer skills, library activities, and home learning support. Our customers and community are very supportive and satisfied with the operation of our school.

### ***Faculty & Staff:***

The Staff Survey indicated a score of 4.4. The survey revealed that the staff worked as a team and that the supervisor encouraged them to develop skills necessary to do their job. Instruction at Barbara Hawkins Elementary School is provided by a highly trained team of educators who are committed to providing the best instruction for our students. Barbara Hawkins Elementary School uses a variety of strategies to mentor our beginning teachers that supplement the district programs. Each new teacher is assigned a Professional Growth Team including a

veteran/mentor teacher to assist in orienting them to our school and transmitting the culture of the system to our novice teacher. In addition, Mrs. Harrison meets with the new teachers as a group once a week. Our grade levels meet regularly to plan and share. Our reading coaches work with the novice teacher sharing our academic plans and any needed professional growth workshops available. Our school's media center specialist works with the novice teacher and keeps them informed of mentoring sessions available for them, such as those provided by the National Board Certified Teachers of Miami-Dade and the United Teachers of Dade.

### ***Data/Information/Knowledge Management:***

The Staff Survey indicated with a score of 4.4 that they are comfortable interpreting data and using it to make decisions. The Leadership Team of Barbara Hawkins Elementary School along with the Data Analysis Team will continue to review and analyze data in order to monitor the progress of our stakeholders and school functions. This implementation process will provide continuous monitoring of data for making necessary revisions and provide the necessary information needed for proper management of school functions.

### ***Education Design:***

This was the lowest of the scores on the Staff Survey with a score of 4.2. The one area that revealed the greatest concern was the inability to get the needed resources to complete the assigned job. The research-based school improvement model chosen for Barbara Hawkins Elementary School is the Eight-Step Process found in the book, Closing the Achievement Gap. Barbara Hawkins Elementary School has identified two issues concerning improvement in educational design. The first issue is our students are highly mobile and frequently miss days of school. To address this need, we have an attendance program designed to reward classes with perfect attendance for the week. The second issue is many students seem reluctant to spend the time needed outside of the classroom to master basic skills and lack parental involvement at home to reinforce learning. In order to address this issue, Barbara Hawkins Elementary School has instituted SECME as an after school program. Also, the following enrichment activities are offered: gifted pull-out, chess club, AEP, FEA, Read to Lead and a book club using Sunshine State Books. We also have volunteers from the America Reads program who tutor our children in the classroom. In addition, we offer parent workshops to help parents learn how to help their children with their skills at home.

### ***Performance Results:***

The Staff Survey was a score of 4.3 Barbara Hawkins Elementary School has identified some issues concerning challenges in performance results. Among these issues are students' attendance, mobility rate and parental involvement. All issues will be addressed by targeting each group and providing additional resources to provide these areas as an opportunity for improvement.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

### **GOAL 1 STATEMENT:**

Barbara Hawkins Elementary School students will make annual level gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of Reading.

### **Needs Assessment**

The data attained from the 2006 FCAT-Reading Assessment indicate that overall 46 percent of the students tested made annual learning gains and 50 percent achieved high standards in reading. Additionally, results indicate that 45 percent of students in grade 3 have scored at or above FCAT Achievement Level 3, a three percent increase over scores of the 2005 administration. Fifty-five percent of our students in the lowest 25 percent made learning gains in reading. However, based on the results of the 2006 FCAT-Reading Assessment continued instruction is needed in all reading strands.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards students in grades 3 to 5 will improve their reading skills as evidenced by 51 percent scoring at or above Achievement Level 3 on the 2006-2007 administration of the FCAT-Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Academic Excellence Program (AEP) to enhance the enrichment of the higher achieving students.	Administration, AEP Teachers	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze data from the 2005-2006 FCAT Reading Test and the 2006 reading pretest to identify students' weaknesses and strengths to develop an instructional focus calendar.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement Immediate Intensive Intervention (iii)in grades 3 to 5 as a pull-out four days per week. Monitor progress using school and district assessments.	Administration, Reading Coaches, Classroom Teacher, Paraprofessional	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00
Provide enrichment activities using Riverdeep, FCAT Explorer and other software programs to students with Achievement Levels 3 and higher.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide afterschool tutoring and Saturday Academy sessions for students in grades 3 to 5 who need assistance based on data collected from the on-going reading assessments.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/23/06	District-wide literacy plan	\$6710.00
Provide inservice for parents of students in grades 3 to 5 to promote reading fluency and comprehension.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement and monitor the use of CRISS strategies in grades K-5 for reading instruction in order to improve reading skills.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and monitor the Eight-Step Continuous Improvement Model in order to provide better reading. instruction.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote the Accelerated Reader Program to improve reading comprehension.	Administration, Media Specialist, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT Item Specifications provided by the Department of Education to improve reading instruction.	Administration, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Implement and monitor K-12 Comprehensive Research-Based Reading Plan to provide reading instruction.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Best Practices Model for reading instruction to improve student's reading skills.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

K-12 CRRP

DIBELS

DAR

CRISS

Voyager

Riverdeep

Quick Reads

## **Professional Development**

Differentiated Instruction

CRISS Strategies

Early Success Workshop

Soar To Success Workshop

Best Practice Workshop

Voyager Workshop

## **Evaluation**

Formative assessments will include but not be limited to teacher made tests, quizzes, weekly reading skills tests, diagnostic reading tests, Dibels, District interim assessments, and logs. The results of the formative assessments will be used to provide feedback to teachers and students and to modify and validate instruction. Summative assessments will include but not be limited to reading theme tests and FCAT-Reading. Summative assessments will be used to determine if students have mastered specific competencies and to identify areas that need additional attention. Assessments will be directed by classroom teachers, reading coaches, and curriculum support specialists. The objective will finally be evaluated by scores on the 2006-2007 administration of the FCAT-Reading Assessment.

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

### **GOAL 2 STATEMENT:**

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of mathematics.

### **Needs Assessment**

Results of the 2006 FCAT-Mathematics Assessment indicate that 34 percent of students scored at or above grade level making high standards and 61 percent of students making a years worth of progress in mathematics. Also, data attained from 2006 FCAT-Mathematics Assessment for grade 3 indicates that there has been an increase in the cluster of Number Sense and Algebraic Thinking scores compared to the 2005 FCAT-Mathematics Assessment. In the cluster of Measurement all three grade levels remained the same from 2005 to 2006 FCAT-Mathematics Assessment. In grade 4 and 5 there was a downward trend of scores in the clusters of Number Sense, Geometry, and Algebraic Thinking compared to the 2005 FCAT- Mathematics Assessment. However, Adequate Yearly Progress was not met in mathematics by African American and Economically Disadvantaged students.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on Sunshine State Standards, students in grades 3 to 5 will improve their mathematics skills as evidenced by 56 percent scoring a Level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics Assessment.

### NCLB SUBGROUP:

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3 to 5 will improve their mathematics skills as evidenced by 56 percent scoring at a level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE <i>(Identify by titles)</i>	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students in lowest 25 percentile, levels 1, 2, and above. Then accomodate their individual needs through a scheduled mathematics computer lab with instruction being provided with FCAT Explorer and Riverdeep.	Administration, On-site Mathematics Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide the SECME Program before school(5 days per week) and after school(4 days per week)additional instruction for ESE, LEP, ESOL and teacher recommended students.	Administration, SECME Facilitator, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$50000.00
Assign a teacher as technology/mathematics resource teacher to supervise the mathematics activities and computer lab.	Administration, On-site Mathematics Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$49058.00
Follow the Best Practices model for improvement of mathematics instruction.	Administration, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Organize students based on data and use the Eight-Step Continuous Improvement Model to provide instruction in the 5 strands of	Administration, On-site Mathematics Resource Teacher, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

mathematics for improvement.					
Utilize FCAT Item Specifications provided by the Department of Education for improved mathematics instruction.	Administration, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement after school tutoring one day per week for students in grades 3 and 5 in order to improve their mathematics skills. Evaluation will be based on the scores of the 2006-2007 FCAT Mathematics Test.	Administration, On-site Mathematics Resource Teacher, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$6710.00
Provide Family Math Night for parents of students in grades K-5 in order to experience hands-on activities and strategies to help improve student achievement in mathematics.	Administration, On-site Mathematics Resource Teacher, Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Analyze data using Edusoft items and the 2006 FCAT- Mathematics Assessment and the 2006 mathematics pretest results to identify students' weaknesses and develop an instructional school focus calendar.	Administration, On-site Mathematics Resource Teacher, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Harcourt  
 Riverdeep  
 KAPOW  
 SECME  
 FCAT Explorer

## **Professional Development**

Analyzing Data to Target Instruction Workshop  
 Riverdeep-Curriculum Resource for Intensive Mathematics Workshop  
 Elementary Mathematics Resource Leaders: Raising the Bar Workshop  
 Data Driven Decision Making for Mathematical Learning  
 Family Math  
 Hands on Equations  
 Navigating Through Algebra Grades 3-5

## Evaluation

Formative assessments will include but not be limited to teacher made tests, lab reports, quizzes, weekly mathematics skills tests, diagnostic mathematics tests, District interim tests, and logs. The results of the formative assessments will be used to provide feedback to teachers and students and to modify and validate instruction. Summative assessments will include but not be limited to mathematics theme tests and FCAT-Mathematics. Summative assessments will be used to determine if students have mastered specific competencies and to identify areas that need additional attention. Assessments will be directed by classroom teachers, on-site mathematics resource teacher, and curriculum support specialists. The objective will finally be evaluated by scores on the 2006-2007 administration of the FCAT-Mathematics Assessment.

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

### **GOAL 3 STATEMENT:**

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of writing.

### **Needs Assessment**

Results of the 2005-2006 FCAT-Writing+ Assessment(expository) indicate that 76 percent of students in grade 4 scored 3.5 or higher, an eight percent increase and that 72 percent of students in grade 4 scored 3.5 or higher, a ten percent increase on the 2004-05 FCAT-Writing+ Assessment(narrative).

### NCLB SUBGROUP TARGET

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

## **Measurable Objective**

Given instruction based on the Sunshine State Standards students in grade 4 will improve their writing skills as evidenced by 79 percent of students scoring at 3.5 or higher on the administration of the 2006-2007 FCAT-Writing+ Assessment.

### **Action Steps**

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE (Identify by titles)</b>	<b>TIMELINE</b>		<b>ALIGNMENT</b>	<b>BUDGET</b>
		<b>START</b>	<b>END</b>		
Plan, implement, and monitor a schedule for writing prompts, using on-going data in order to improve writing skills.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to implement CRISS strategies and utilize Best Practices for improved writing instruction.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Eight-Step Continuous Improvement Model and monitor effectiveness through data analysis meetings to improve writing skills.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Monitor classroom journal writing and integrate writing across curriculum.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide afterschool tutoring and Saturday Academy based on writing assessment data in order to improve writing skills. Evaluation will be based on the scores of the 2006-2007 FCAT- Writing+Assessment.	Administration, Reading Coaches, Classroom Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$2800.00

### **Research-Based Programs**

CRISS  
K-5 CRRP

### **Professional Development**

CRISS  
Writing workshops  
Text Pattern workshop

## **Evaluation**

Formative assessments will include but not be limited to quarterly prompts, teacher made tests, and quizzes. The results of the formative assessments will be used to provide feedback to teachers and students and to modify and validate instruction. Summative assessments will include but not be limited to pre and post District writing tests and FCAT-Writing+ Assessment. Summative assessments will be used to determine if students have mastered specific competencies and to identify areas that need additional attention. Assessments will be directed by classroom teachers, reading coaches, and curriculum support specialists. The objective will finally be evaluated by scores on the 2006-2007 administration of the FCAT-Writing+ Assessment.

## GOAL 4: SCIENCE

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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

### **GOAL 4 STATEMENT:**

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

### **Needs Assessment**

Data from the 2006 FCAT-Science Assessment shows that grade 5 students scored a mean average score of 248 points, a 13 point increase over the 2005 administration. Although there was an increase in the mean scale score from the 2005 to 2006 FCAT administration, it was still lower than the District mean score of 288. In addition, the data attained from the 2006 FCAT-Science Assessment indicate twelve percent of the students achieved high standards in science. However, based on the results of the 2006 FCAT-Science Assessment, improvement in all four science strands is needed.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 37 percent scoring at or above Achievement Level 3 on the 2006-2007 administration of the FCAT-Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development through district support for teachers to motivate and equip them to solve real world problems involving the scientific process in their classrooms.	Administration, Division of Math and Science Resource Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct Science Fair informational workshop for parents so they can help students prepare for participation in the school-wide Science Fair.	Administration, On-site Science Resource Teacher, Classroom Teacher, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a pre-test, progress, and post-test during the 2006-2007 school year and utilize the data from these assessments to drive instruction.	Administration, On-site Science Resource Teacher, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Sunshine State Standards to teach science in creative and innovative ways and to promote learning in all areas relating to Science Item Specifications.	Administration, On-site Science Resource Teacher, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct field trip experiences correlated to the science benchmarks in order to enrich environmental, earth, and space science education.	Administration, On-site Science Resource Teacher, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create and utilize a Science Lab for 4th & 5th grade students taught by an on-site science resource teacher for instruction of the Sunshine State Standards. Utilization of Harcourt textbook, Inquiry in Action and the Grade 3-5 Science Resource FCAT Guide that correlate to the District Scope, Sequence, and Pacing Document will be used.	Administration, On-site Science Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$49058.00
Conduct experiments that utilize the scientific method on closed circuit T.V. for presentation to students and staff.	Administration, On-site Science Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a minimum of two hands-on science activities in class monthly to improve science	Administration, On-site Science Resource Teacher,	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

skills.	Classroom Teacher				
Conduct a school-wide Science Fair in order for students to use the scientific method.	Administration, On-site Science Resource Teacher, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

Harcourt Science  
SECME Spectrum Lab  
Riverdeep Science Software

## **Professional Development**

SECME Engineering Design Seminars  
SECME Mini-Conference  
Elementary Science Leadership Institute  
Effective Implementation of Inquiry Based  
Science Strategies

## **Evaluation**

Formative assessments will include but not be limited to teacher made tests, lab reports, quizzes, weekly science skills tests, and logs. The results of the formative assessments will be used to provide feedback to teachers and students and to modify and validate instruction. Summative assessments will include but not be limited to science theme tests and FCAT-Science Assessment. Summative assessments will be used to determine if students have mastered specific competencies and to identify areas that need additional attention. Assessments will be directed by classroom teachers, on-site science resource teacher, and curriculum support specialists. The objective will be evaluated by scores on the 2006-2007 administration of the FCAT-Science Assessment.

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

***Miami-Dade County Public Schools***

***District Strategic Plan***

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

### **GOAL 5 STATEMENT:**

Barbara Hawkins Elementary School will build better relationships between home and school by involving parents in school activities.

### **Needs Assessment**

The 2005-2006 parent involvement rosters indicate that 38 percent of the parents attended at least one inservice activity related to educational needs in order to help them acquire strategies that would assist their child/children. There continues to be a need for more parent involvement.

## Measurable Objective

Given the school wide emphasis on parental and community participation, the school will demonstrate a eight percent increase in parental and community interaction as evidenced by comparing parental rosters for the 2005-2006 and 2006-2007 school years.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of school volunteers.	Administration, Community Involvement Specialist, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Address needs and concerns of parents through parental surveys.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule teachers and staff to coordinate parent workshops throughout the year.	Administration, Classroom Teacher, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Community Involvement Specialist to visit homes, make telephone contacts with parents, pass out flyers and keep parents informed about school activities.	Administration, Classroom Teacher, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00
Identify a special place in the school building as a meeting and information center for parents.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Invite parents and staff to "Coffee Talk" once a month to discuss schoolwide activities, attendance, upcoming events, and any other parent concerns.	Administration, Classroom Teacher, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$200.00

### Research-Based Programs

PTA

## **Professional Development**

Reading/Math/Science workshops  
FCAT Tips for Parents Workshop  
School volunteer workshops

## **Evaluation**

This objective will be evaluated by using data from parent rosters for the 2006-2007 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

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

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

### **GOAL 6 STATEMENT:**

Barbara Hawkins School will create a safe and orderly environment by improving attendance.

### **Needs Assessment**

Analysis of the 2005-2006 Principal's Report on Attendance for students at Barbara Hawkins Elementary School indicate attendance average of 94.77 percent. The data indicates a need for improvement of attendance. In addition, by increasing attendance, we expect our student achievement to rise.

## Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, students at Barbara Hawkins Elementary School will increase their attendance by 0.75 percentage points as evidenced by the Attendance Report for 2006-2007 School Year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct monthly character lessons.	Administration, Counselor, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Visit to homes of students with three or more absences by Community Involvement Specialist.	Administration, Classroom Teacher, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize students with perfect attendance at awards assembly.	Administration, Classroom Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Telephone parents through CONNECT-ED to inform them of their child's absences.	Administration, Attendance Clerk CONNECT-ED employee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participation in the Truancy Intervention Program (TIP) to help enforce mandatory attendance.	Administration, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize closed-circuit television for announcements of daily and weekly perfect attendance classrooms.	Administration, Classroom Teacher, Media Specialist	8/14/2006	5/30/2007	School-to-Career	\$0.00
Establish an attendance "lotto" for students with weekly perfect attendance.	Administration, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$300.00
Promote perfect attendance with a quarterly perfect attendance celebration.	Administration, Classroom Teacher	8/14/2006	5/30/2007	Community Partnerships	\$400.00

### Research-Based Programs

TIP (Truancy Intervention Program)  
 University of Miami Walk Safe Program  
 KAPOW

## **Professional Development**

Truancy Intervention Program  
University of Miami Walk Safe Program

### **Evaluation**

This objective will be evaluated by a 0.75 percent increase as evidenced on the Miami-Dade County Public Schools Percentage of Attendance Report for the 2006-2007 School Year.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

***GOAL 7 STATEMENT:***

Barbara Hawkins Elementary School students will improve knowledge, skills and competencies in the area of technology education.

***Needs Assessment***

Results of on-site analysis of 2005-2006 FCAT data for students in grades 3 to 5 indicates a weakness in the area of mathematics.

## **Measurable Objective**

Given an emphasis on the use of technology in education, students in grades 3 to 5 will improve their Mathematics skills by using computer technology to score level 3 or higher on the 2006-2007 administration of the FCAT-Mathematics.

### **Action Steps**

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE (Identify by titles)</b>	<b>TIMELINE</b>		<b>ALIGNMENT</b>	<b>BUDGET</b>
		<b>START</b>	<b>END</b>		
Provide technology training for both staff and students using Atomic Learning	Administration, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop a Technology Plan with the Technology Committee, incorporating both short and long term plans to best meet the needs of our school.	Administration, Media Specialist, Classroom Teacher, Micro-systems Technician, On-site Mathematics Resource Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a Technology Needs Assessment Survey with teachers.	Administration, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify areas of weaknesses with on-site mathematics teacher and provide instructional lessons using FCAT Explorer and Riverdeep software.	Administration, On-site Mathematics Resource Teacher, Media Specialist, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate technology into the curriculum by providing daily opportunities for students to use the computer as a tool for learning.	Administration, Media Specialist, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### **Research-Based Programs**

CRISS  
 Riverdeep  
 FCAT Explorer  
 Accelerated Reader

### **Professional Development**

Atomic Learning – <http://www.atomiclearning.com> through Dade County Schools' Technology Department  
 Riverdeep  
 Edusoft Workshop  
 PMP Workshop

## **Evaluation**

This objective will be evaluated by the administration of the 2006-2007 FCAT-Mathematics Assessment.

## 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 type="checkbox"/>

***Miami-Dade County Public Schools***

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

### **GOAL 8 STATEMENT:**

Barbara Hawkins Elementary School students will participate and improve their FITNESSGRAM schoolwide.

### **Needs Assessment**

Based on the results of the 2005-2006 FITNESSGRAM, 50 percent of students in grade 4 and 5 were award winners. The results indicate a need for improvement in instruction based on the District's mandated FITNESSGRAM standards.

## **Measurable Objective**

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades 4 and 5 will improve their skills as evidenced by 60 percent of students meeting high standards on the 2006-2007 administration of the FITNESSGRAM Test.

### **Action Steps**

<b>STRATEGIES</b>	<b>PERSONS RESPONSIBLE (Identify by titles)</b>	<b>TIMELINE</b>		<b>ALIGNMENT</b>	<b>BUDGET</b>
		<b>START</b>	<b>END</b>		
Educate parents on the importance of good nutrition by providing information during Resource Fair and parent workshops.	Administration, P.E. Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Dedicate an appropriate amount of instructional time to fitness related activities on a daily basis.	Administration, P.E. Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Empower students with information concerning proper nutrition during classroom sessions.	Administration, P.E. Teacher, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure appropriate activities are being implemented.	Administration, P.E.Teacher, Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration, P.E. Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### **Research-Based Programs**

Florida Department of Education FITNESSGRAM Program  
TRUST Substance Education Curriculum

### **Professional Development**

Steroid, Alcoholic, and Nutrition workshop  
Parent workshops – Good nutrition  
Career Day guest speaker (medical field)

## **Evaluation**

This objective will be evaluated by the 2006-2007 administration of the FITNESSGRAM.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

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

### **GOAL 9 STATEMENT:**

Barbara Hawkins Elementary School will increase student activities in the Fine Arts Program.

### **Needs Assessment**

Based on school-site analysis of 2005-2006, nine students entered an art contest and 95 students attended a musical presentation. Based on this data, there is a need for more student participation in art contests and musical presentations.

## Measurable Objective

Given the opportunity, the students will increase their involvement as evidenced by a six percent increase in participation of art contests and musical presentations.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enter the Dental Health Poster Contest.	Administration, Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Display student art in the school's main office.	Administration, Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Submit art work for the Hispanic Heritage Exhibit at MDCPS, IT's All About Design Art at MIA Gallery Concourse E as well as other district approved exhibits.	Administration, Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Accompany students on field trips to museums and/or art exhibits.	Administration, Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$500.00
Accompany students on field trips to music related programs.	Administration, Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$500.00
Invite guest performers to our school to present plays, operas, etc.	Administration, Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$300.00
Present school-wide musical programs including a Holiday Program and a Black History program.	Administration, Art Teacher, Music Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00

### Research-Based Programs

Adentures in Arts (state adopted)

SRA/Art Connections (state adopted)

### Professional Development

The teachers in the Fine Arts Program will read articles and attend workshops related to their area of expertise.

## **Evaluation**

The number of students who participated in art contests and musical presentations for the 2006-2007 school year will increase by six percent as compared to the number of students who participated during the 2005-2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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

### **GOAL 10 STATEMENT:**

Barbara Hawkins Elementary School will rank above the tenth percentile statewide in the ROI Index of value and cost effectiveness of its programs.

### **Needs Assessment**

According to FLDOE 2004-2005 publication, Barbara Hawkins Elementary School ranked at the 8th percentile in the State of Florida ROI Index.

## Measurable Objective

Barbara Hawkins Elementary School will improve its ranking on the State of Florida ROI Index publication from the 8th percentile in 2004 to the tenth percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Discuss and decide on the best use of resource allocations to meet needs of students.	Administration, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration, EESAC Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Seek the assistance of business partner to provide financial information regarding return on investment.	Administration, EESAC Chairperson, Business Partner	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue shared use of facilities with aftercare programs, P.T.A. and other community groups.	Administration, EESAC	8/14/2006	5/30/2007	Community Partnerships	\$0.00

### Research-Based Programs

Houghton-Mifflin  
Harcourt Brace  
KAPOW  
K-12 CRRP

### Professional Development

Soar to Success Workshop  
Analzing Data to Target Instruction Workshop  
Riverdeep-Curriculum Resource for Intensive Mathematics Workshop  
Science Teachers of Students with Cognitive Disabilities Workshop  
Hands-on Science Activities Workshop  
Financial Workshops  
Best Practices Workshop

## **Evaluation**

On the next State of Florida ROI Index publication, Barbara Hawkins Elementary School will show progress toward reaching the tenth percentile.

## ***EESAC Compliance***

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YES	NO	<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>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	

### ***Budget:***

EESAC will review the school budget and the use of allocated funds. Throughout the year, the council will discuss monthly reports to determine if the funds are being used for the best return on performance.

### ***Training:***

EESAC will make recommendations for staff development and parent workshops. These workshops will be based on the needs of the staff and parents during the year.

### ***Instructional Materials:***

EESAC will review and make recommendations for the purchase of instructional materials. Grade level chairpersons have been asked to submit a list of needs at their grade levels. We will then review and make recommendations for the purchase of instructional materials. Some of the instructional needs might include hands-on materials and FCAT support materials.

### ***Technology:***

EESAC will determine the amount of funds to enhance technology programs. These funds will be determined after reviewing and balancing the needs in other areas funded by EESAC. We will then determine what we can purchase in technology that will provide the greatest return for our students .

### ***Staffing:***

EESAC will discuss and make recommendations for the use of discretionary dollars to hire staff for academic programs and hourly classroom paraprofessionals. These recommendations of additional staff and paraprofessionals will be determined from information gathered from administration and staff. EESAC will make a decision that would benefit the academic performance of the most students.

### ***Student Support Services:***

EESAC will discuss student support services and make recommendations for the use of school volunteers to assist students and teachers. The school volunteers will be processed and based on their areas of expertise placed in the proper positions.

***Other Matters of Resource Allocation:***

EESAC funds will be allocated to purchase reading materials for the media center and to apply for library media matching funds. This allocation will be determined by reviewing the media specialist's list of library needs.

***Benchmarking:***

EESAC will assist with the implementation of strategies to accomplish the various objectives as well as the monitoring of student progress on benchmark and mid-year tests. During monthly EESAC meetings information will be shared by the principal to update the council on strategies being used and progress of students. In addition, we will have the strategies for each SIP Goal monitored quarterly and that up-date information reported to EESAC.

***School Safety & Discipline:***

EESAC will discuss and make recommendations to implement programs that impact the safety and discipline of our students. Security monitors will be asked to monitor the drop-off and faculty parking area so that students are not left unattended. In addition, students will have passes as they move through the building and their travels will be closely monitored by school staff and security monitors. There will be an area as visitors enter the school to sign-in and receive a pass. They will then be directed to the office.

## ***Budget Summary***

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BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$14,710.00
Goal 2: Mathematics	\$105,768.00
Goal 3: Writing	\$2,800.00
Goal 4: Science	\$49,058.00
Goal 5: Parental Involvement	\$29,413.00
Goal 6: Discipline & Safety	\$700.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,300.00
Goal 10: Return On Investment	\$0.00
Total:	<b>\$203,749.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*