
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 5081 - Skyway Elementary School

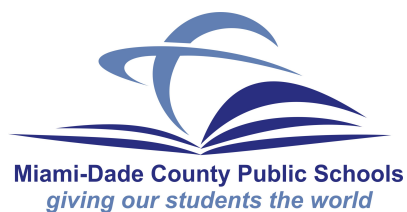
FeederPattern: Miami Carol City Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Linda Harrison

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Skyway Elementary School

Skyway Elementary School is committed to maintaining the high level of student achievement achieved in the 2005-2006 school year. Skyway utilizes research-based instructional materials and supplemental materials across grade levels. Reading/Language Arts instruction is guided by the District's Core Reading Program and is data driven by continuous student assessments and progress monitoring. Best curriculum strategies are implemented in all subject areas. Emphasis is placed on the use of problem solving strategies and the integration of technology, thereby challenging students to think critically and seek multiple solutions to real world problems. Skyway's challenge is to draw classroom implications from all available sources in order to help students become better learners understanding that not all students learn at the same pace.

Skyway Elementary is part of the Schools Targeting Excellence in Literacy Learning and Reading (STELLAR) Initiative. As a STELLAR school, Skyway's goal is to provide an approach to public education that promotes high achievement while eliminating low student performance. Literacy is the core component of the instructional program. A highly monitored curriculum, which utilizes standards-based instruction allows Skyway to focus extensively on literacy. To advance teaching and learning, innovative and appropriate instructional strategies are employed. These strategies emerge from frequent review and analyses of student achievement data. Professional development promotes the instructional methodologies, which enhance high achievement.

Skyway's opportunities for improvement have been identified as Stakeholder Involvement and Strategic Planning. Strategies are in place to ensure that these two areas are increased and maintained. Utilizing the Connect-Ed Communication System as a means of disseminating information to the community, sending home monthly parent calendars, conducting monthly workshops, and inviting parents and community members to come to Skyway and participate in school-wide activities are but a few strategies that Skyway will continue to implement in an effort to increase this area. Additionally, needs assessments, school-wide goals and objectives, and quantifiable assessment information will be made frequently available to teachers, parents, and students while efforts are made to ensure that proper preparations are in place to circumvent challenges. Each area will be addressed through collaboration and analysis to determine the degree to which improvement has taken place.

Skyway Elementary School has developed the following objectives for the 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 90 percent achieving levels 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their mathematics skills as evidenced by 64 percent achieving levels 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will meet the writing proficiency target as evidenced by 72 percent of students achieving a 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their science skills as evidenced by 53 percent achieving levels 3 or higher on the 2007 administration of the FCAT science Assessment.

Skyway Elementary will increase parental involvement by five percent when comparing parent sign-in logs from the 2005-2006 school year to the 2006-2007 school year.

Student behavior will improve as evidenced by a one percent decrease in the number of outdoor suspensions during the 2006-2007 school year compared to the 2005-2006 school year, thereby placing emphasis on promoting a safe and orderly learning environment, while following and implementing the Code of Student Conduct.

Students will utilize web-based instructional programs a minimum of five times each grading period during the 2006-2007 school year as evidenced by student-generated reports showing the number of times that students have logged on.

Given instruction based on the recommendations from the Florida Department of Education, students in fourth and fifth grade will improve fitness as evidenced by 65 percent of students receiving silver or gold awards.

Through active participation in the 5,000 Role Model Program, students will increase and maintain academic success as evidenced by 60% of students in the program maintaining average or higher grades from every subject in their respective grade-levels in the 2006-2007 school year.

Student performance at Skyway Elementary will be equal to or surpass the financial resources expended for increasing student performance as evidenced by a percentile ranking of 78 or higher on the next publication of the Return on Investment (ROI) Index.

Skyway Elementary School's faculty and staff completed the Organizational Performance Improvement Snapshot Assessment Survey for the 2006-2007 school year. This assessment survey was based on an integrated set of core values, which identified strengths and opportunities for improvement, and also revealed critical indicators of employee and customer satisfaction.

Skyway Elementary provides students with a strong foundation of academic achievement and personal growth. "Once a Skyhawk, always a Skyhawk," reflects the continuity of generations within our population. Parents, children and now grandchildren have and are still involved with Skyway Elementary and are still being educated with the highest quality of education predicated on high standards of excellence.

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.

Skyway Elementary School

VISION

Skyway Elementary School provides a high quality education to a diverse community of learners, which helps students exceed academic potential and strive for excellence.

MISSION

Skyway Elementary is more than a school. It is a loving, learning, caring, safehaven for lucky children who reach for the stars by reading, believing, achieving, and succeeding at everything.

CORE VALUES

Skyway Elementary School believes that building ethical and moral character is vital to becoming active responsible citizens in a democratic society. Skyway is dedicated to providing students with experiences, which demonstrate honesty, integrity, respect and responsibility. These values, among others will assist in making students wise decision-makers throughout life in their pursuit of excellence. At Skyway, "The Sky is the Limit!"

School Demographics

Skyway Elementary School, established in 1974, is located on 7.87 acres just south of the Miami-Dade/Broward County line. Skyway Elementary continues to be committed to academic excellence by providing opportunities which enable all students to succeed. This multicultural school strongly focuses on literacy, while building strong academic practices in every subject area. Creating life-long learners is a major goal at Skyway. Skyway believes that all students benefit from educational experiences that introduce and infuse diverse teaching methodologies, leading to an enriched learning environment.

Using the 2006-2007 demographic information, Skyway Elementary currently has 721 students enrolled. The student population is 51 percent Hispanic, 48 percent Black Non-Hispanic, and 1 percent White. Over eighty-nine percent of the student population receives free or reduced meals, making Skyway Elementary a Title I school. The stability rate is 93.3%. Over eighteen percent of the students at Skyway are enrolled in English Speakers of Other Languages (ESOL) classes. The percent of students enrolled in programs for disabilities is 5.3%. Skyway Elementary School has earned a school grade of "A" from the Florida Department of Education.

Skyway Elementary employs 63 full-time and 16 part-time staff members. The Leadership Team is comprised of the principal, assistant principal, guidance counselor, two reading coaches and a math and science coach. Other support personnel include a community involvement specialist, speech therapist, media specialist, clerical staff, custodial staff, cafeteria staff, volunteers, and an active EESAC and PTA. This dedicated group of individuals serve the children with love by creating a sense of belonging for each child who walks through the doors of Skyway Elementary. Students are taught effectively and teachers enhance the enriched educational environment with a diversity of teaching styles.

All teachers at Skyway are certified in the subject areas for which they teach. The ethnic breakdown of the teachers at Skyway are 55 percent Hispanic, 21 percent White, 23 percent Black, and 1 percent other. Fourteen percent of the instructional staff have earned Specialist's Degrees and 47 percent have earned Master's Degrees. One person on staff has earned a Doctorate Degree. Specialized programs include the following: Special Education for all grades with an inclusion model for students in third through fifth; a pull-out Gifted Resource Class for all grades; Limited English Proficiency (LEP) classes, which provide instruction for students in their native language; Extended Foreign Languages (EFL) classes for students in kindergarten through fourth grade; an Academic Excellence Program (AEP) which focuses on higher order thinking skills for select students in second through fifth grade; and a Pre-kindergarten ESE Speech and Language Development half-day Program.

Skyway Elementary believes that building ethical and moral character is essential to providing active, responsible citizens for democratic society. Skyway is dedicated to providing students with experiences, which demonstrate honesty, integrity, respect and responsibility. These values, among others will assist students in making wise choices throughout their lives in their pursuit of excellence.

School Foundation

Leadership:

Linda M. Harrison is the principal of Skyway Elementary, serving in her third year. Ms. Harrison was previously the assistant principal at Skyway. Ms. Harrison earned her Masters Degree in Educational Leadership and is certified in Elementary Education. Serving for over thirty years in the Miami-Dade County Public School System, Ms. Harrison has a wealth of knowledge in the field of education, which includes thirteen years as a teacher and fourteen years as an Assistant Principal. During her years as an Assistant Principal, Ms. Harrison succeeded in building upon a foundation for success at Barbara Hawkins Elementary (formerly North Carol City Elementary) and Skyway Elementary. Skyway continues to build on that foundation. Ms. Harrison's career has been augmented with the recognition of being identified as Regional Center I Assistant Principal of the Year and also being selected as one of the six finalists for the District's Assistant Principal of the Year.

Ms. Harrison's first love is children and this love is evidenced at Skyway Elementary. She leads by example and the faculty follows to ensure that all children are receiving an education that will prepare and provide them with opportunities to be successful in life.

Dr. Mia Y. Merritt is the Assistant Principal at Skyway Elementary, serving in her third year at Skyway. Dr. Merritt has nine years experience as a classroom teacher and is currently serving in her fourth year as an Assistant Principal. Dr. Merritt has earned a Bachelor's Degree in Elementary Education, a Masters Degree in Exceptional Student Education, a Specialist Degree in Educational Leadership, and a Doctorate Degree in Organizational Leadership.

Dr. Merritt comes to Skyway Elementary with a plethora of knowledge in strategies and methodologies necessary to enhance a strong academic environment. She demonstrates and assists teachers in enhancing the pedagogical and organizational skills necessary for increasing student achievement. In the summer of 2005, and the fall of 2006, Dr. Merritt was selected to attend the Principal's Institute held at Harvard University in Boston, MA; She also received a Certificate of Completion from the National Assistant Principal's Leadership Academy in Tampa, Florida in April of 2005.

Linda Harrison and Dr. Mia Merritt compliment each other's work ethics and interact very well as an administrative team. Faculty and staff at Skyway feel a sense of camaraderie emanating from both administrators. This makes the working environment very pleasing and makes coming to work a pleasure.

As previously mentioned, faculty and staff completed an Organizational Performance Improvement Snapshot (OPIS) Survey. The survey was based on an essential set of core values within a results-oriented framework. Results of the survey identified strengths and opportunities for improvement. Critical indicators of employee and customer satisfaction were evaluated. Six primary organizational categories were surveyed on a five-point scale with five the highest and ranging from strongly agree to strongly disagree. The following were the categories in order of ranking:

1. Faculty and Staff: 4.6
2. Data/Information/Knowledge management: 4.6
3. Performance Results: 4.5
4. Educational Design: 4.4
5. Stakeholder Engagement 4.4
6. District Strategic Planning Alignment: 4.4

Concise summaries of each category are delineated below outlining survey results and the impact those results have had on organizational productivity at Skyway:

District Strategic Planning Alignment:

The area of Strategic Planning rated a 4.4 on the 5-point scale ranking in the last place out of the six categories. Needless-to-say, these results indicate room for improvement. Factors that may contribute to improving this area include, but are not limited to periodically familiarizing staff members with school-wide initiatives that will affect individual work performance, frequently conveying progress on every level of organizational productivity, and keeping staff members apprised of the progress made in every area concerning the operation of the school and not just the educational aspect.

Stakeholder Engagement:

Stakeholder engagement is a critical component of organizational social responsibility. In fact, it should be the starting point for developing open lines of communication between the school and the community at large. This category rated a 4.4 on the 5-point scale ranking in the fifth place out of the six categories, leaving room for improvement. Factors that may contribute to improving Stakeholder Engagement include, but are not limited to making certain that Skyway Elementary School's staff members are readily prepared to satisfy the needs of stakeholders and customers effectively and efficiently, enabling staff members to collaborate on decisions concerning community problems and concerns, and encouraging staff members to ask questions concerning the satisfaction or lack thereof related to work performance.

In determining the degree of satisfaction of Skyway Elementary customers, a District School Climate Survey is randomly distributed annually to parents, students, and staff members. The survey is divided into sections pertaining to school safety, classroom teachers, and curriculum. Results from the 2005-2006 survey revealed that the majority of parents are satisfied with the school's overall performance in the aforementioned areas. Additionally, results from the student survey indicate similar results with slight variations.

It is an essential goal of Skyway Elementary to keep the community abreast of activities, PTA meetings, workshops, resource fairs, and all other events held at the school. One effective means of communication utilized at Skyway is the use of the Connect-ed System. This system allows important pre-recorded messages to be sent to all parents via the telephone simultaneously on a specific day and time. Monthly parent calendars also serve as an effective communication tool. In addition, daily interactions with parents through the Community Involvement Specialist (CIS) also play a vital role in keeping parents aware of school-wide initiatives. Notwithstanding the fact that the majority of Skyway's customers are satisfied, there is always room for improvement. Therefore, Skyway is always seeking means to ensure that all stakeholders are comfortable and confident in the school's organizational productivity.

Faculty & Staff:

The category of Human Resource rated a 4.6 on the 5-point scale ranking in the first place out of the six categories. Results from this category were the strongest and indicated this to be an area wherein the vast majority of staff members feel most comfortable. Factors that may contribute to the high rating include, but are not limited to Skyway's leadership team and administration consistently exhibiting positive interpersonal skills, displaying concern for staff members, enabling employees to make changes that will benefit students as well as employees,

promoting collaboration and team-building, and fostering leadership skills by empowering staff members.

Teachers who are new to Skyway Elementary are given a New Teacher Handbook outlining roles, responsibilities, and expectations. Skyway's Leadership Team reviews this handbook with newly hired teachers at the beginning of each new school year and mentors keep new teachers cognizant of essential information necessary to professional development.

Mentor teachers are experienced and highly qualified in the subject for which they teach. A Professional Growth Team is assigned to all annual contract teachers at the beginning of each school year. Grade level chairpersons also assist and mentor teachers on the grade level. The Assistant Principal meets with all newly hired instructional personnel on a monthly basis. Department chairpersons are utilized as liaisons between administration and staff and disseminate information accordingly in monthly departmental meetings. Every effort is made to ensure that staff members are comfortable in the workplace, thereby allowing each to perform at optimum levels of productivity.

Data/Information/Knowledge Management:

Measurement, Analysis, and Knowledge Management rated a 4.6 on the 5-point scale ranking in the second place out of the six categories. Some of the contributors for this high rating emanate from the fact that teachers are trained on how to effectively analyze student data resulting from assessments. Additionally, teachers are trained in how to review assessment data and use the data to manipulate the manner in which they continue to teach. Results from data identifies problematic areas in which students need assistance in effectively choosing correct answers. Teachers are constantly encouraged to analyze student data on a consistent and on-going basis.

Other factors that may contribute to the high approval rating include but are not limited to the knowledge that staff members possess regarding the quality of their job responsibilities, the principal and assistant principal disseminating information regarding techniques of how to review and analyze processes in order to better serve students, and informing faculty of how their roles fit into their day to day employment responsibilities.

Education Design:

The category of Education Design rated a 4.4 on the 5-point scale ranking in the fourth place out of the six categories. Results from the performance assessment indicate room for improvement. Factors that may contribute to improving this category include, but are not limited to the following: ensuring that teachers have the instructional materials needed to effectively teach students at high levels of achievement, ensuring that the class size reduction law is effectively implemented in every classroom, thereby giving teachers the comfort level needed to reach more students without the overcrowding in the classrooms, removing obstacles that impede organizational progress, providing more opportunities for employees to interact with parents and community members through school-wide initiatives and events, and providing teachers with latitude and autonomy to be innovative and creative through their individual teaching modalities.

Skyway Elementary provides before and after school tutorial services to students in grades two through five. Certified teachers provide extra academic assistance to struggling students in the areas of reading, writing, and mathematics before and after school. Supplemental materials are used in the tutorial programs complimenting what is used and taught in the classroom. Student attendance is recorded and monitored and also used for evaluation purposes.

Concordant to the tutorial programs is an Academic Excellence Program (AEP), which is enrichment centered for

third through fifth grade students who scored above the median percentile on the 2006 NRT and for second grade students who scored at or above the 51 percentile on the 2006 Stanford Achievement Test.

The Continuous School Improvement Model (CIM) and Plan, Do, Study, Act (PDSA) are used and implemented at Skyway Elementary as a method of frequently monitoring student progress as well as analyzing test score results. These models support data-driven decision making beginning with the disaggregation of test scores.

Having received a performance grade of "A" for three consecutive years (2001-2003), then declining in the 2004-2005 school year to a "D" galvanized stakeholders and staff members to revamp, review and refocus primarily on student achievement by integrating extra-curricular activities into the academic curriculum instead of separating the two areas. Skyway Elementary has risen back to an "A" and will continuously keep academic achievement at the core of the educational forefront.

Performance Results:

The area of Performance Results rated a 4.5 on the 5-point scale ranking in the third place out of the six categories. Factors contributing to the approval rating include, but are not limited to exposing staff members to data regarding the quality of their work, providing support personnel to assist with the day-to-day challenges associated with the workload, and implementing structured processes that will assist in executing optimum results.

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:

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

Needs Assessment

Results of the 2006 Florida Comprehensive Assessment Test indicate that 11 percent of the students in grades three through five have not met the proficiency target in the area of reading.

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 90 percent achieving levels 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the "Analogy of the Day" over closed circuit TV.	Media Specialist	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Implement the Accelerated Reader Program using the goal-setting point system.	Media Specialist Grade Level Teachers	09/05/06	05/30/07	District-wide literacy plan	\$0.00
Utilize data from the STAR Program to monitor student progress.	Reading Coach Assistant Principal Media Specialist Grade Level Teachers	09/05/06	05/30/07	District-wide literacy plan	\$0.00
Employ hourly retired teachers to work with struggling readers.	Principal	08/14/06	05/30/07	District Strategic Plan	\$1000.00
Implement a daily Reading Tutorial Program in grades two through five for one hour before school and two hours after school.	Principal Assistant Principal Reading Leader	09/11/06	05/30/07	District-wide literacy plan	\$1800.00
Inform teachers of suggested Miami-Dade County Public Schools Pacing Guides.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize FCAT Item Specifications provided by the Florida Department of Education and the Comprehensive Research-Based Reading Plan (CRRP).	Reading Teachers Math/Science Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to utilize Project CRISS as a teaching strategy while implementing the Comprehensive Research-Based Reading Program.	Grade Level Teachers Special Area Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

Project CRISS
Accelerated Reader
Voyager Passport
QuickReads
Early Success
Soar to Success
Waterford Early Reading System

Professional Development

CRISS Training
ESOL Training
FCAT Best Practices Training
Reading First Training
Comprehensive Research-Based Reading Plan Training
Houghton Mifflin Training

Evaluation

Formative Assessments

District Interim Assessments
School-wide pre tests
Houghton Mifflin Reading Assessments
Teacher-made 9-week assessments
DIBELS Assessments

Summative Assessments

District Interim Assessments
School-wide post tests
Houghton Mifflin Post Assessments
Teacher-made 9-week assessments
2007 FCAT Reading Component

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 2 STATEMENT:

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

Needs Assessment

Results of the 2006 Florida Comprehensive Assessment Test indicate that 39 percent of the students in grades three through five have not met the proficiency target in the area of mathematics.

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 mathematics skills as evidenced by 64 percent achieving levels 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide weekly hands-on mathematics lessons inside the classrooms.	Math/Science Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement Problem of the Day as a school-wide initiative.	Math/Science Coach Grade Level Teachers	08/14/06	05/30/07	Communities of Practice	\$0.00
Implement the Academic Excellence Program (AEP) to enhance the enrichment of high-achieving students.	Principal Assistant Principal Math/Science Coach AEP Teachers	09/11/06	05/30/07	Academic Teams	\$17000.00
Employ hourly retired teachers to work with struggling mathematics students.	Principal	08/14/06	05/30/07	District Strategic Plan	\$10000.00
Implement a daily Mathematics Tutorial Program in grades two through five for one hour before and after school using pre/post assessments as measuring instruments.	Principal Assistant Principal Math/Science Coach	09/11/06	05/30/07	District Strategic Plan	\$18000.00
Utilize Item Specifications and Hardcourt Brace Mathematics Basal.	Grade Level Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Inform teachers of suggested Miami-Dade County Public Schools Pacing Guides.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to utilize Project CRISS as a teaching strategy while implementing the District Basal.	Leadership Team Grade Level Teachers Special Area Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Project CRISS
FCAT Explorer
RiverDeep

Professional Development

CRISS Training
ESOL Training
FCAT Best Practices Training

Evaluation

Formative Assessments

District Mathematics Tests
School-wide pre tests
Teacher-made 9-week assessments

Summative Assessments

School-wide post tests
District interim assessments
Teacher-made 9-week assessments
2007 FCAT Mathematics Component

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:

All fourth grade students will achieve a minimum writing score sufficient to meet proficiency levels on the 2007 FCAT Writing+.

Needs Assessment

Results of the 2006 FCAT Writing+ indicate that 34 percent of students in grade four have not met the proficiency target in the area of writing.

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 grade four will meet the writing proficiency target as evidenced by 72 percent of students achieving a 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Initiate a "Writer of the Month" Program	Assistant Principal Grade Level Teachers	10/02/06	05/30/07	District-wide literacy plan	\$0.00
Implement pre/post district practice assessments in writing.	Grade Level Teachers Reading Coaches Assistant Principal	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Administer school-wide monthly writing prompts with continuous feedback for improvement.	Grade Level Teachers Reading Coaches Assistant Principal	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Continue to utilize Project CRISS as an effective teaching strategy.	Leadership Team Grade Level Teachers Special Area Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Organize writer's fair displaying students' writing for parents.	Grade Level Teachers	04/16/07	04/23/07	District Strategic Plan	\$0.00
Develop an Early Bird and After School Writing tutorial program for fourth graders for one hour twice weekly using pre/post assessments as diagnostic and progress instruments.	Assistant Principal Tutorial Teachers	09/11/06	05/30/07	Continuous Improvement Model	\$2500.00

Research-Based Programs

Project CRISS
Accelerated Reader
Voyager Passport
QuickReads
Early Success
Soar to Success

Professional Development

FCAT Writing+ Training
Best Practices in writing

Evaluation

Formative Assessments

- District Writing Tests
- School-wide pre tests in writing
- Houghton Mifflin Writing Assessments
- Monthly writing prompts

Summative Assessments

- School-wide post tests
- Houghton Mifflin Post writing Assessments
- Teacher-made 9-week assessments
- 2007 FCAT Writing Component

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

Results of the 2006 Florida Comprehensive Test indicate that 53 percent of students at Skyway Elementary School in grade five have not met the proficiency target in the area of science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their science skills as evidenced by 53 percent achieving levels 3 or higher on the 2007 administration of the FCAT science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a school-wide Science Fair and Curriculum Showcase for parents and students.	Leadership Team Grade Level Teachers Special Area Teachers	04/16/07	04/23/07	District Strategic Plan	\$0.00
Administer a pre/post test in science to target problematic areas in fifth grade.	Science Teachers	08/28/06	05/30/07	Continuous Improvement Model	\$0.00
Implement a daily science tutorial program in grade five for one hour before and after school twice weekly.	Principal Assistant Principal Math/Science Coach Tutorial Teachers	09/11/07	05/30/07	District Strategic Plan	\$1000.00
Model hands-on science activities in the classroom.	Math/Science Coach	08/28/06	05/30/07	District-wide literacy plan	\$0.00
Continue to utilize Project CRISS as a teaching technique.	Leadership Team Grade Level Teachers Special Area Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Inform teachers of suggested Miami-Dade County Public Schools Pacing Guides.	Principal Assistant Principal Reading Coaches	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Hardcourt Brace Science Basal
Project CRISS
FCAT Explorer
RiverDeep
QuickReads

Professional Development

Science Best Practices
Project CRISS

Evaluation

Formative Assessments

- District Science Tests
- School-wide pre tests in science
- Teacher-made 9-week science assessments

Summative Assessments

- School-wide post tests
- District interim science assessments
- Teacher-made 9-week assessments
- 2007 FCAT Science Component

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Skyway Elementary School's parents will increase participation in school-wide activities and initiatives through well-planned and continuous invitations to become more involved.

Needs Assessment

Results from the 2005-2006 Parental Sign-in Logs indicate that 16 percent of parents were not actively involved in activities and initiatives at Skyway Elementary School.

Measurable Objective

Skyway Elementary will increase parental involvement by five percent when comparing parent sign-in logs from the 2005-2006 school year to the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain a parental involvement log and document the number of parents who attend activities and events each grading period.	Teachers PTA Board Community Involvement Specialist Media Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Survey parents to ascertain the manner in which they would like to be involved.	Principal Community Involvement Specialist PTA	10/02/06	05/30/07	Communities of Practice	\$0.00
Recruit room parents to assist in classrooms.	Community Involvement Specialist PTA Board Grade Level Teachers	08/14/06	05/30/07	Communities of Practice	\$0.00
Provide information to parents regarding the Parent Academy on a frequent basis.	PTA Community Involvement Specialist Principal	08/14/06	05/30/07	Communities of Practice	\$0.00
Implement the "Reading Is Fundamental" (RIF) Program to promote family literacy.	Reading Coaches Media Specialist 2nd Grade Teachers Special Area Teachers	10/02/06	05/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

National Parent Teacher Association Standards (PTA)

Professional Development

Community Involvement Yearly Meetings
District Advisory Council Meetings (DAC)
PAC Meetings
PTA Meetings

Evaluation

The degree to which parental involvement has increased in the 2006-2007 school year will be based on documentation from parent sign-in logs emanating from Open House, parent conferences, school-wide activities, and all other events offered at the school compared to the 2005-2006 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Skyway Elementary School will decrease the number of outdoor suspensions during the 2006-2007 school year.

Needs Assessment

Results from documented suspensions indicate that 3.4 percent of the students at Skyway Elementary School were suspended outdoors in the 2005-2006 school year.

Measurable Objective

Student behavior will improve as evidenced by a one percent decrease in the number of outdoor suspensions during the 2006-2007 school year compared to the 2005-2006 school year, thereby placing emphasis on promoting a safe and orderly learning environment, while following and implementing the Code of Student Conduct.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Parent conferences will be held continuously to prevent disciplinary problems from getting out of control. Parents will be notified when students have violated the Code of Student Conduct.	Principal Assistant Principal Discipline Committee School Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a bully-free program at the school.	Assistant Principal Grade Level Teachers Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the PROUD Program	Assistant Principal Counselor	08/14/06	05/30/07	Mentoring Opportunities	\$0.00
Promote the City of Miami Police Department's "Do the Right Thing" and Miami Dolphins Student of the Week Programs.	Principal Assistant Principal Grade Level Teachers Counselor	09/11/06	05/30/07	Community Partnerships	\$0.00
Promote Connect With Kids (Character Education Program) through on-going parent conferences.	Counselor Media Specialist	08/14/06	05/30/07	Communities of Practice	\$0.00

Research-Based Programs

N/A

Professional Development

As workshops, in-services, and other professional development courses on discipline and safety become available through the M-DCPS district, the Discipline Committee and other appropriate personnel will attend and implement strategies and techniques acquired through the workshops.

Evaluation

The degree to which the number of student suspensions has declined will be based upon the number of Student Case Management System (SCMS) forms processed through the Integrated Student Information System (ISIS) during the 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 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:

Skyway Elementary School will increase the use of technology by students in grades two through five through web-based instructional programs as evidenced by the number of students listed on the computer-generated student log-on report.

Needs Assessment

Analyses of the 2005-2006 electronic student-generated reports revealed that 60 percent of students are not using the web-based instructional programs available through the internet.

Measurable Objective

Students will utilize web-based instructional programs a minimum of five times each grading period during the 2006-2007 school year as evidenced by student-generated reports showing the number of times that students have logged on.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform students and parents of available on-line resources to reinforce student learning.	Technology Coordinator Media Specialist Grade Level Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Infuse web-based programs into the curriculum, giving students daily opportunities to utilize technology.	Teachers Media Specialist	08/14/06	05/30/07	School-to-Career	\$0.00
Utilize technology to retrieve, evaluate, and infuse information related to student progress.	Leadership Team Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Build technology literacy skills in students through the Atomic Learning Program adopted for the 2006-2007 school year by the district's Instructional Technology Department.	Media Specialist Technology Coordinator	10/02/06	05/30/07	District Strategic Plan	\$0.00
Reward students for using technology as a learning tool by providing incentives for reaching pre-determined goals.	Teachers Media Specialist	09/05/06	05/30/07	District Strategic Plan	\$1000.00

Research-Based Programs

FCAT Explorer
Riverdeep
Voyager Passport

Professional Development

ITS Courses
RiverDeep
FCAT Explorer Training
Electronic Gradebook Training

Evaluation

The electronic student-generated reports from the 2006-2007 school year will be compared to the student report from the 2005-2006 school year. Differences will be identified and documented accordingly.

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

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

GOAL 8 STATEMENT:

Provide students opportunities to reach optimal levels of physical fitness while participating in a rigorous carefully planned program.

Needs Assessment

Based on the results of the 2005-2006 Presidential Physical Fitness Award Program, 38% of the students in grades four and five did not receive physical fitness awards. These results indicate a need for all students to become physically active and health conscious.

Measurable Objective

Given instruction based on the recommendations from the Florida Department of Education, students in fourth and fifth grade will improve fitness as evidenced by 65 percent of students receiving silver or gold awards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in the Jump Rope for Heart program.	Physical Education Teachers	04/16/07	04/20/07	Community Partnerships	\$0.00
Participate in the Presidential Physical Fitness Award Program.	Physical Education Teachers	08/14/06	05/30/07	Community Partnerships	\$0.00
Continue annual Field Day activities	Physical Education Teachers Grade Level Teachers	04/16/07	05/30/07	Academic Teams	\$0.00
Promote improvement in cardiovascular exercises, muscular strength and endurance through the district's grade level expectations in physical education.	Physical Education Teachers Grade Level Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Incorporate the FITNESSGRAM into the physical education curriculum.	Physical Education Teachers Grade Level Teachers	11/16/06	05/30/07	District Strategic Plan	\$300.00

Research-Based Programs

2005-2006 FITNESSGRAM

Professional Development

FITNESSGRAM Training

Evaluation

Physical education teachers will administer the FITNESSGRAM, a health-related fitness test. A copy of the test will be placed in each students' portfolio and another copy will be sent home to parents.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Skyway Elementary School will increase the number of students actively involved in the 5,000 Role Model Program. Students participating in the 5,000 Role Model Program will increase and maintain academic success.

Needs Assessment

Currently, less than 40 percent of boys in grades three, four, and five are performing at proficiency levels in reading and mathematics.

Measurable Objective

Through active participation in the 5,000 Role Model Program, students will increase and maintain academic success as evidenced by 60% of students in the program maintaining average or higher grades from every subject in their respective grade-levels in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Highlight and promote students in the 5,000 Role Models Program over closed-circuit TV.	5,000 Role Models Coordinator Media Specialist	10/02/06	05/30/07	Communities of Practice	\$0.00
Monitor academic achievement of students participating in the program	5,000 Role Model Coordinator Assitant Principal Teachers	08/14/06	05/30/07	Communities of Practice	\$0.00
Participate in program-related activities to promote good morale character.	5,000 Role Model Coordinator Principal Assistant Principal	10/02/06	05/30/07	Communities of Practice	\$0.00
Utilize role models to serve as ushers, mentors, or assistants to promote community service.	5,000 Role Model Coordinator	10/02/06	05/30/07	Mentoring Opportunities	\$0.00

Research-Based Programs

N/A

Professional Development

The 5,000 Role Model's Coordinator will attend all conferences, trainings, meetings and other program related events associated with the effective implementation of this program at Skyway.

Evaluation

Every nine-week period, report cards of students enrolled in the 5,000 Role Model Program will be reviewed for progress. The degree to which students have improved in their academics will be documented.

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

GOAL 10 STATEMENT:

Skyway Elementary School will rank at or above the 85th percentile statewide in the Return on Investment (ROI) Index.

Needs Assessment

The most recent data supplied by the FLDOE indicates that a 23 percent gap exists between the amount of financial resources expended at Skyway for student achievement and the return on investment.

Measurable Objective

Student performance at Skyway Elementary will be equal to or surpass the financial resources expended for increasing student performance as evidenced by a percentile ranking of 78 or higher on the next publication of the Return on Investment (ROI) Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district and regional center on resource allocation.	Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Leadership Team EESAC Members PTA Members	08/14/06	05/30/07	Community Partnerships	\$0.00
Become better informed regarding the use of financial resources in relation to school programs.	Leadership Team EESAC Members PTA Members	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal EESAC Members PTA Members	08/14/06	05/30/07	Community Partnerships	\$0.00
Collaborate with EESAC and the Leadership Team to review the school budget.	Leadership Team EESAC Members PTA Members	09/05/06	05/30/07	Community Partnerships	\$0.00

Research-Based Programs

State of Florida ROI Index Publication

Professional Development

MSAF Training

Internal Funds Training

Regional Center I Budget Conferences

Evaluation

The Leadership Team, EESAC, and PTA members will meet with the M-DCPS District's staff and community business partners throughout the school year to discuss the degree that financial resources are having on student achievement.

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 made recommendations relative to the school's budget. With the principal's input, it was determined how EESAC will assist in meeting the goals and objectives of the School Improvement Plan (SIP).

Training:

Based on needs assessments and available funding, the EESAC will determine the professional development needed to assist in meeting the goals and objectives in the School Improvement Plan (SIP). Professional development training may range anywhere from curriculum to team building based upon the need area and subject area.

Instructional Materials:

Emanating from the needs assessments and available funding, the EESAC will determine the instructional materials needed to assist in meeting the goals and objectives of the SIP. Instructional materials may include a variety of subject area books, mathematics manipulatives, hands-on science materials, supplemental workbooks, computer software, or advanced technology equipment. Monies may also be expended for student incentives.

Technology:

The EESAC discussed the current status of school-wide technology and future technology needs. Currently, each classroom has three computers and one inkjet printer. Additionally, each grade level has one laser printer. Each special area classroom has two to three computers and one inkjet printer. The computer lab has eight touch screen computers, four ScanJet scanners and one color laser printer. The media center has ten computers, two ScanJet scanners, and one color laser printer. The ESE technology grant has provided six individual workstations. Each workstation includes a computer, scanner, and an inkjet printer.

There are approximately 130 computers throughout the school. The Bilingual technology grant has provided the ESOL Program with three individual workstations and one laser printer. This grant was provided by the Waterford Company. In 2003, Skyway Elementary School received 95 new computers through the district's replacement plan. Skyway has used the E-Rate funds to develop an in-house network hosting the school wide Accelerated Reader Program. The EESAC believes that technology plays an fundamental part in reaching the goals and objectives of the SIP, and is committed to upgrading existing technology, purchasing additional software, computers and printers, and will continue to provide activities designed to improve the infusion of technology into the curriculum.

Staffing:

The EESAC addressed and discussed staff allocations. Staffing is based on the budget; however Skyway will continue to lower class size in grade three making the student ratio 18:1 with one paraprofessional. This will be executed contingent upon available funds.

Student Support Services:

The EESAC considered the delivery of student support services. Currently, there is one full-time counselor, a Community Involvement Specialist, two reading coaches, a Math/Science Coach, and instructional paraprofessionals to assist with student achievement. These individuals are committed to meeting the goals of the SIP.

Other Matters of Resource Allocation:

The EESAC recommended the continued use of the Science Engineering Mathematics Aerospace Academy (SEMAA). This program supports the goals of the SIP.

Benchmarking:

The EESAC discussed and collaborated on the goals and objectives of the SIP. It was determined that there will be ongoing documented measurable activities. The EESAC and Leadership in conjunction with the Leadership Team were assigned to specific goals and objectives that will be monitored throughout the school year. Individual members will be responsible for ensuring that strategies are being implemented and appropriately documented. Progress monitoring will take place in October, January (Mid-Year Review) and May (End of the Year Review).

School Safety & Discipline:

The EESAC recommended that more focus be placed on Safety and Discipline. In executing this need, the following student clubs and programs are currently being implemented: AAA Safety Patrols, Do the Right Thing, Miami Dolphins Student of the Week, Anti-bullying, Character Education Curriculum and the 5,000 Role Models Program.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$2,800.00
Goal 2: Mathematics	\$45,000.00
Goal 3: Writing	\$2,500.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$1,000.00
Goal 8: Health & Physical Fitness	\$300.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$52,600.00

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