

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Devon Aire Elementary School (1331)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Lawrence Feldman

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Built in 1978 on 8.17 acres in the suburban community of Kendall, Devon Aire K-8 Center provides for the educational needs of 1306 students, including standard curriculum students, English for Speakers of Other Languages (ESOL) students (6%), students who qualify for free/reduced lunch (35%), Special education (SPED) and Gifted students (22%). Students benefit from low class sizes ranging from average class size for Pre-K thru third grade is 17.81, while fourth through eighth grades is 17.94 students. 17.25% of students scored level 1 or 2 on the 2007 administration of the Reading FCAT Assessment. 18.75% of students scored a level 1 or 2 on the 2007 administration of the Mathematics FCAT Assessment.

Having received an A+ grade designation for the past eight years, we consider our curricular offerings to be a definite strength. Our offerings include an Academic Excellence Program, both content and self-contained Gifted programs, and Inclusion classrooms in all grades. Before and After school tutoring, and reading and mathematics interventions are offered throughout the school day. In an effort to enhance our music program, a strings program featuring violins is offered to students. A Foreign Language Acquisition Program grant sponsored by the USDOE supports our Chinese language program, which is offered to students in grades K-7. We also offer the Before and After School Care programs that effectively meet the child care and enrichment needs of this community.

As we complete the transition into a K-8 center, our areas of concern include providing professional development and support for new staff, securing an effective maintenance and custodial staff, and addressing the growing needs of the Devon Aire community as we prepare our students for their high school and college careers. School community partners such as The Contemporary Chinese School of South Florida, Dairy Queen, and neighboring banks assist us and provide resources depending on student needs.

The staff of the school is comprised of 111 full-time and 18 part-time employees. There are classroom teachers with 44% holding Masters Degrees, 7% Specialists Degrees, and 2% Doctoral Degrees. 35% of classroom teachers are classified as White Non-Hispanic, 17 % as Black Non-Hispanic, and 48% as Hispanic. All instructional staff are in-field certified and all paraprofessionals are "highly qualified". Additionally, 4 teachers are Nationally Board Certified.

Given instruction using the Sunshine State Standards, students in grades 3-6 will maintain or increase their reading skills, as evidenced by 91% of the students achieving Level 3 or higher, on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3-7 will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will maintain or improve their writing skills as evidenced by 90% of the students scoring 3.5 on the 2008 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

The school will demonstrate a 5% increase in parental and community involvement as evidenced by comparing the parent attendance logs of the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student average daily attendance will improve as evidenced by the average attendance rate meeting or exceeding 96% for the 2006-2007 school year as documented by the 2006-07 Miami-Dade County Public Schools Percentage of Attendance Report.

Given an emphasis on the use of technology in education, a technology cohort of teachers will receive professional development in the area of technology. The knowledge will be applied in their daily classrooms developing a paperless curriculum as evidenced by the utilization of computers by their students.

Given an emphasis on the importance of sound, body, mind, and spirit and its relationship to academic performance, 97% of students will meet minimum fitness standards as documented by the FITNESSGRAM assessment.

Given an emphasis on the benefits of participating in a culturally rich curriculum, 80% of students who receive reading intervention during their special area time will be exposed to or participate in additional cultural arts programs to be staged throughout the school year.

Devon Aire K-8 Center will maintain or improve its ranking on the State of Florida ROI Index publication from the 91 percentile in 2003 to the 92 percentile on the next publication of the Index.



School Improvement Plan 2007-2008



Recognized as an A+ school for eight consecutive years, Devon Aire K-8 Center has continuously strived to maintain or increase its high level of academic achievement. It is the guiding vision of the school that drives our decision-making. As with any successful organization, reflection and review are integral components of our School Improvement Plan. Through the reflective process inherent in the School Improvement Plan and data collected from the OPIS survey, two areas of need have been identified. Our plan outlines the corrective measures addressing these issues that will be implemented. One area chosen to focus on is Business Results. Specifically, item (7c): I know how well my work location is doing financially. The other area focuses on Strategic Planning (2a): As it plans for my future, my organization asks for my ideas are targeted. As we continue to build a community of learners, Devon Aire K-8 Center continues to collaborate with its stakeholders in an effort to be inclusive of those who are affected most by the SIP and the budget. Plans for meetings between administration, EESAC representatives, grade level/department chairpersons, teachers, and other stakeholders will ensure input from each group and remove any ambiguity that may exist as to our role, responsibility, and accountability in the successful implementation of the 2007-08 School Improvement Plan.



School Improvement Plan 2007-2008



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.

1331 - DEVON AIRE ELEMENTARY SCHOOL

VISION

The vision of Devon Aire K-8 Center is to provide a successful instructional program that will meet each student's physical, emotional, cultural, and academic needs, continuously improving the development of character, reasoning, and lifelong decision making skills.

MISSION

The staff, students, parents, After-School Care Program, and Dade Partners will be an integral part of achieving our vision. The purpose of Devon Aire K-8 Center is to provide a successful instructional program that will meet each student's physical, emotional, cultural, and academic needs while continuously improving the development of character, reasoning, and life long decision making skills.

To address these needs, teachers and other staff members will support the implementation of Sunshine State Standards, multicultural education, and curriculum designed to enhance character development while continuously improving academic achievement. The parental community, Dade Partners, and After School Care Program will support the achievement of our vision through their vital roles in the Educational Excellence School Advisory Council and participation in our School Improvement Plan process.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We pursue the highest standards in academic achievement and organizational performance.

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We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

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School Demographics

Devon Aire K-8 Center, built in 1978 on 8.17 acres in the suburban community of Kendall, currently serves 1306 students. Devon Aire continues to complete its transition into a K-8 center with the addition of seventh grade this year. Additionally, our 3 story building, cafetorium, and music and arts suites have been completed and are in use, eliminating the need for portables. Existing buildings have undergone renovations, including new air conditioning units, restrooms and planning/storage areas. Currently, we are awaiting the completion of the dance suite.

The student body is comprised of 19.9% White Non-Hispanic, 4.4% Black Non-Hispanic, 68.3% Hispanic, and 7.4% Asian/Indian Multiracial students. 35% of our economically disadvantaged students receive free/reduced lunch. Additionally, we service English Language Learners (ESOL) students (6%), Special Education/Students with disabilities (SPED/SWD) and Gifted students (22%), 18 VPK students.

Devon Aire K-8 Center prides itself on taking proactive steps to secure and contribute to our success. Accordingly, Level 1 and 2 students are identified by our reading coach and immediately assigned interventions that include, but are not limited to: Before and After school tutoring, enrollment in Learning Lab/Voyager, enrollment in remedial reading and math courses, and Mathematics Riverdeep Tutorial assignments. Consistent with Secondary School reform, Devon Aire is proud to offer our students an eight period day.

In an effort to address our areas of concern regarding new hires and beginning teachers, a series of site-authored and administered professional development workshops will be offered throughout the year. Teachers have the option of obtaining MPP for the courses if they so desire. Professional Developments courses include: New Teacher Cohort (4 sessions), Math/Science Instructional Workshop (6 sessions per grade level), and Enhancing Instruction/Best Practices (10 sessions). Along with these workshops, It is our hope that through the assignment of critical friends and mentors for our new teachers, we will succeed in a higher retention rate.

The staff of the school is comprised of 111 full-time and 18 part-time employees. There are classroom teachers with 27 (44%) holding Masters Degrees, 4 (7%) Specialists Degrees, and 1 (2%) Doctoral Degrees. 18 (35%) of classroom teachers are classified as White Non-Hispanic, 9 (17%) as Black Non-Hispanic, and 25 (48%) as Hispanic. All instructional staff are in-field certified and all paraprofessionals are "highly qualified". Additionally, 4 teachers are Nationally Board Certified. Teachers on the Leadership Team include: Jennifer Tagle, Elizabeth Bouza, Jeannette Martiarena, Heather Dugarte, Valerie Milnes, Ersebet Munsie, Stephanie Doscher, Richard Dominguez, George Montes, Catherine Vale, and Wendi Waggoner.

In keeping with research trends indicating the success of the inclusion model, our SPED students are currently mainstreamed and receiving services within the general education classroom. Average class size for Pre-K thru third grade is 17.81, while fourth through eighth grades is 17.94. The attendance average for the 2006-07 school year was 96.1%. Devon Aire is one of 8 schools servicing the community within the Killian Feeder Pattern. As a K-8 center, our students will leave us at the end of eighth grade and feed into Killian Senior High School for their ninth grade year.

Our Dade and School Community Partners include The Contemporary Chinese School of South Florida, Dairy Queen, and our new KAPOW partners, Colonial Bank, Coconut Grove bank, and Beckman Colter Medical Supply. Community sponsored activities like Family Fun Day, Halloween Night, and Reading Nights are also supported by the Devon Aire K-8 PTA.

Special programs at Devon Aire K-8 Center are aimed at enhancing academics, as well as the arts and cultural enrichment. The Academic Excellence Program (AEP) has enjoyed a long and established tenure supporting high achieving students and their academic endeavors. A Foreign Language Acquisition Program grant sponsored by the USDOE supports our Chinese language program, which is offered to students in grades K-7. Both Gifted self-contained and resource programs are available for qualifying students. Before and After school tutorial sessions and Intensive remedial courses are extended to Level 1 and 2 students, as well as any student in need of academic support. Honors and Advanced courses are available for students in need of a challenging curriculum, as dictated by their IEP or academic performance. The Leadership Academy, housed within the middle school curriculum, seeks to identify and cultivate leaders within our school. The Leadership Academy encourages the acquisition of leadership skills. Additionally, Secondary School Reform allows our students to choose four electives and block scheduling.

School Foundation

Leadership:

In *The Elements of Leadership*, Noonan (2003) defines leadership as “developing potential and building community” (p. 3). These two components of leadership guide and set our direction. At Devon Aire K-8 Center, identifying and articulating an organizational vision was first accomplished through employee feedback. Administrative leaders met with each of the stakeholder groups and solicited feedback ranging from complaints, to compliments, to suggestions; additionally staff members completed the Organizational Performance Improvement Snapshot Assessment (OPIS). This feedback was the first step in gaining insight into the perspective of each stakeholder and, later, fostering acceptance of group goals. The following ideas emerged from these meetings: high performance expectations, providing intellectual stimulation, and developing a strong school culture and community. These ideals now define our transformational leadership team. We are encouraged by results to question (1b), where 90% of stakeholders Strongly Agreed/Agreed to the statement: My supervisor uses our organization's values to guide us. Additionally, the statement (1f): My work location lets me know what is important, was answered with an Agree or Strongly Agree by 95% of respondents.

The vision of Devon K-8 Center is to provide a successful instructional program that will meet each student's physical, emotional, cultural, and academic needs, while continuously improving the development of character, reasoning, and lifelong decision making skills. This collective vision helps focus attention on what is important, motivate staff and students, and increase the sense of shared responsibility and accountability for student learning. The vision and mission statements are shared explicitly through its posting in every classroom. More importantly, this 'vision in action' and mission is shared through modeling by our highly qualified teachers through their mentoring among colleagues. Our new teachers benefit from experiencing our vision become a part of the school culture. According to the OPIS, the average score for the statement: 'I know my organization's mission' was 4.6, with 96% of the respondents agreeing or strongly agreeing.

In an effort to create a positive working environment and involve employees in day-to-day operations, Grade Level and Department teams were created. These teams work on site-based decision making, data-driven reform and planning, implementing new programs, or restructuring. Chairpersons for each grade level and department are appointed from recommendations and meet with administration to relay information, ideas, thoughts, etc. from group to group. As per our OPIS Survey, Item 7c, 9% of our employees answered Disagree/Strongly Disagree to the statement 'I know how well my work location is doing financially.' 10% answered Neither Agree nor Disagree and 66% Agreed/Strongly Agreed to the same statement. It is the intent of the leadership team, including, our Grade Level/Department Teams, that each stakeholder become more aware of the financial resources and expenditures of our school site.

District Strategic Planning Alignment:

In analyzing results from the Strategic Planning portion of the 2007 OPIS, both the administrative team and the SIP team feel this area can provide for significant growth. 13.7% of stakeholders Strongly Disagreed/Disagreed with the statement: As it plans for the future, my organization asks for my ideas. Seeking more stakeholder input will be sought through weekly Grade Level/Department meetings, where chairpersons will allot time for feedback that will be shared with the administration/SIP Team. In addition, the EESAC Chairperson will organize stakeholders into teams that will be given opportunities to directly impact the SIP and monitor progress throughout the year. It is our intention that stakeholders, given explicit opportunities to monitor SIP progress throughout the year, will develop more ownership, responsibility, and accountability of this document. In reviewing results from the 2007 OPIS, 5% of stakeholders Strongly Disagreed/Disagreed with the statement 2c: I know how to tell if we are making progress on my work group's part of the plan, 3% percent neither Agreed nor Disagreed, and 90% Strongly Agreed/Agreed.

In response to statement (2b): I know the parts of my organization's plans that will affect me and my work, 10% Disagreed/Strongly Disagreed, while 5% Neither Agree nor Disagree. In order to address this issue, the manner in which SIP information will be disseminated will be modified. In order for stakeholders to focus on the parts of the SIP that affect them daily, they will meet with administration for individualized team presentations to outline the SIP. This presentation will be in addition to the general presentation given by the EESAC Chairperson. These modifications to the manner in which SIP information and progress is disseminated should also affect results for statement (4f): I get the information I need to know about how my organization is doing. Results from the 2007 OPIS indicated that 3% of stakeholders Strongly Disagreed/Disagreed with that statement, while 6% neither Agreed nor Disagreed.

Stakeholder Engagement:

In terms of education, our customer and market focus include the many different groups we service. However, our most important customer remains the student. Our organization is confident in their (3a) knowledge of whom the most important customers are and in their (3b) ability to keep in touch with them. Both of these statements had an average score of 4.7 on the 2006 OPIS.

One area which indicated a need for revision regards customer feedback. The two statements in this portion analyze the manner in which customer feedback is derived. Results from the 2007 OPIS for statement (3d): 'I ask my customers if they are satisfied or dissatisfied with my work' indicate that 85% Strongly Agree/Agree; 14% neither Agree nor Disagree; and 0% Strongly Disagree/Disagree. Encouraging student feedback through classroom surveys and discussion will provide teachers with data that could assist them in the instructional and planning process and address both these issues.

Faculty & Staff:

Due to the dynamic growth in both our community and school this year, Devon Aire hired 21 new faculty members. Each beginning teacher and teachers new to our school are administratively paired with a highly qualified teacher in their department/grade level. These highly qualified and high quality mentors have displayed commitment to their field through national board certification, seeking leadership roles, and/or distinguished awards/accolades. Faculty members are encouraged by both administrators and teachers to pursue advanced degrees and National Certification to advance their careers and skills. Results of the 2007 OPIS indicate that 95% of those surveyed Strongly Agreed/Agreed with the statement (1e): My supervisor encourages learning that will help me advance in my career.

In an effort to attract and retain our highly qualified teachers, Devon Aire strives to create a culture of excellence; one in which teachers grow professionally and build lifelong relationships with colleagues. Professional development focuses not only on academic improvements, but also on promoting a positive school culture and climate. Results from the 2007 OPIS indicate that 90% of stakeholders Strongly Agreed/Agreed with the statement, (5b): The people I work with cooperate and work as a team.

Grade Level and Department teams were created. These teams worked on site-based decision making, data-driven curriculum reform and planning, implementing new programs, and/or restructuring. Chairpersons for each grade level and department were appointed and meet with administration to share information, ideas, and thoughts between groups.

Data/Information/Knowledge Management:

The Measurement, Analysis, and Knowledge Management portion of the 2007 OPIS revealed that stakeholders are mostly confident in their (4a) ability to measure the quality of their work and (4b) know how to analyze the quality of their work to see if changes are necessary. An average score of 4.7 and 4.8 for both of these statements, respectively, were generated. Credit is given to the emphasis of data-driven decision making which guides instruction and team level decision-making autonomy. 100% of stakeholders Strongly Agreed/Agreed to statement (4c): I use these analyses for making decisions about my work. Administrative directives encourage all teachers to use state/district provided assessments and site-based assessments to generate and analyze data that will guide instruction. Results from statement (4e): I get all the important information I need to do my work indicate that 93% of stakeholders feel they get the information they need to know how the organization is doing. We will continue to strive to present all stakeholders with updated data and progress monitoring.

Education Design:

The school utilized the AAR (After Action Review) Model initiated by the United States Military. Following each data-driven decision that impacts increased student performance, a school and community based team review the action and make adjustments to the policies, practices, and structures as necessary. This is a continuous improvement model that has been used by all military forces since Desert Storm. The results have been highly effective. Based on this process we have begun to implement new procedures and practices to ensure that all subgroups again meet the high standards set forth by the Legislature and Federal Government.

Devon Aire K-8 Center is committed to providing its students with opportunities for extended learning through a Before and After School tutoring program. This program is offered at no cost to the parents of Devon Aire. Our tutoring program is data-driven and based on individual student need. Students are identified by classroom teachers using the following criteria: FCAT test scores, classroom performance and teacher observation. In addition to our tutoring program, a Learning Lab has been created utilizing such intervention programs as early Success, Soar to Success, and Voyager Passport to address the specific needs of those students lacking essential reading skills. Students' comprehension and decoding skills are developed in a small school setting with a trained tutor. The Learning Lab houses 6-10 tutors who service students in grades K-7. An intensive math and reading course have been created for Level 1 and 2 reading and mathematics students to address the need for an academic intervention.



School Improvement Plan 2007-2008



Performance Results:

Additional areas analyzed indicate that:

-Retention rates were below 10% at all grade levels:

-Over 80% of our instructional staff were absent 10 or fewer days.

-We had perfect property and financial audits.

-No suspension or SPAR Group IV violations.

-Adequate Yearly Progress was met in all areas.

-100% of teachers are highly qualified based on the appropriate certification and consequent passing of subject area test or through the HOUSSE process.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction

Struggling students will receive the highest quality of instruction through the infusion of technological resources available within the school. All middle school students are housed in classrooms equipped with smartboards and LCD Projectors. The middle school teachers use team planning and curriculum mapping to ensure students are engaged in learning.

Responsibility of Teaching Reading for Every Teacher

Bilingual education teachers use FCAT Reading Task Cards and C.R.I.S.S. strategies to reinforce comprehension and fluency. A sports journalism class offered by our middle school P.E. teacher encourages students to write articles, edit student work, and read examples of sports writing. Additionally, Music and Art teachers are encouraged to incorporate math concepts such as geometry and spatial sense into their curriculum.

Quality Professional Development for Teachers and Leaders

This goal is addressed in the school demographics portion of the School Improvement Plan.

Small Learning Community

As a K-8 Center we are in the unique position to call our entire school a Small Learning Community. The advantages of being a small middle school are apparent in the ability of teachers to plan more cohesively for their "teams". Knowledge of student histories and learning styles are shared and incorporated in planning.

Course Choice Based On Student Goals/Interests/Talents

In an effort to provide all students with more choice and electives, Devon Aire adopted the eight period schedule. This offers students the ability to choose four electives instead of two. Students who are level 1 or 2 in either reading or mathematics are offered an Intensive Intervention course and are still able to select two electives that appeal to their interests.

Master Schedules Based on Student Needs

Instruction and courses are determined by student need. This year additional music courses, including guitar, have been added as student need has dictated. The Leadership team is cognizant of the fact that as we compete with area middle schools we need to keep student need for course variety a priority.

Parental Access and Support

This goal is addressed through The Parental Involvement Goal. Additionally, parents are encouraged to access the electronic gradebook to monitor their child's progress in school, have access to teacher emails via the school website, and are encouraged to attend Parent Academy sponsored courses to act as educational advocates for their children.

Applied and Integrated Courses

Teachers are cognizant of the fact that students must be made aware of the "why" behind the learning. Real world connections are made between school and home through home learning assignments aimed at developing science process skills. Amongst the goals of The Leadership Academy, is developing student understanding of the relevance of the skills acquired in school and their application in college and the real world.

Academic and Career Planning

This goal is addressed in the School demographics portion of the School Improvement Plan. A free Summer College Tour offered to incoming sixth and seventh graders was hosted by Devon Aire this past summer in an effort to raise awareness of college and career choices. As an extension of the goal of the Leadership Academy, students were exposed to six different college campuses throughout the state of Florida and were asked to create Powerpoint presentations on career choices made after their visits.

Additionally, our Career Specialist is instrumental in bringing Career related speakers and topics to students.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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 type="checkbox"/>

Reading Statement

The students will meet grade level expectations in reading.

Needs Assessment



School Improvement Plan 2007-2008



An assessment of the data reveals that 82.75% of students in grades 3-6 are meeting high standards, scoring Level 3 or above in reading. Additionally, 25% of students in grades 3-6 are not making learning gains in reading, while 35 % of the lowest 25% are not making learning gains in reading.

Students in grade 3 were most successful with Words/Phrases answering 78% of those questions correctly. Data indicates the need for additional help with Main Idea/Purpose and Reference/Research. Students answered 71% and 50% of these questions correctly, respectively. Sixteen percent of students in grade 3 require intensive instruction and tutoring in fluency, comprehension, and context clues to assist them in reaching state required mastery level and make learning gains.

Students in grade 4 were most successful with questions pertaining to Words/Phrases. Eighty percent of these questions were answered correctly. Students need additional help with Comparisons and Reference/Research with 76% and 67% of these questions were answered correctly, respectively. Ten percent of students in grade 4 can benefit from intensive instruction in all the above mentioned areas to assist them in reaching state required mastery level.

Students in grade 5 were most successful with comparisons. These questions were answered correctly with 83% accuracy. Data indicates that students need additional help with Words/Phrases and Main Idea/Purpose. Sixty-seven percent and 69% percent of these questions were answered correctly, respectively. Fourteen percent of these students require reading interventions to improve comprehension and fluency.

Students in grade 6 were most successful in Reference/Research with 71% of these questions being answered correctly. Main Idea and Words and Phrases questions were answered with 71% and 70% accuracy. Data indicates that students need additional help with Comparisons with only 63% of those questions being answered correctly. Twenty-eight percent of these students can benefit from intensive reading to help develop comprehension and fluency.

This assessment uncovered needs which include, but are not limited to; refresher training for CRISS-trained staff on those learning strategies which maximize reading comprehension, an instructional strategy that promotes reading fluency, and school wide vocabulary development activities.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-6 will maintain or increase their reading skills, as evidenced by 91% of the students achieving Level 3 or higher, on the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide inservice training related to Reading for staff members to facilitate the implementation of the Houghton Mifflin Core Reading Program.	Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Maintain a log of books read with parental or teacher signature verification indicating that a minimum of five supplemental books have been read during each grading period.	Reading Coach	08/20/07	06/5/08	District-wide Literacy Plan	0
Continue to utilize the Accelerated Reader program with all students in kindergarten through grade six to log and monitor students' reading comprehension progress.	Reading Coach	08/20/07	6/5/08	District-wide Literacy Plan	0
Coordinate the implementation of small group interventions, such as: Early Success, Soar to Success, and Voyager Passport, during the school day for Tier 2 students and those who score Level 1 or 2 on the FCAT Reading Test.	Reading Coach	08/20/07	06/8/08	District-wide Literacy Plan	20000
Implement the Comprehensive Research-based Reading Plan correlated with the Sunshine State Standards in all kindergarten through grade six classrooms.	Reading Coach	08/20/07	06/5/08	District-wide Literacy Plan	0
Administer uniform weekly reading comprehension exams based on analyzed data and the Sunshine State Standards to students in grades 2-5.	Grade Level Chairpersons Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	0
Give teachers access to SPI so they can utilize the data to individualize instruction to meet the needs of their Level One and Two (or lower performing students) while assessing their departmental action plans.	Principal	8/20/07	6/5/08	District-wide Literacy Plan	0
Identify students not meeting grade level reading standards and ensure their participation in before school, in school, and afterschool reading tutoring programs to reinforce reading skills and evaluate their progress utilizing FCAT Explorer.	Reading Coach	08/20/07	6/5/08	District-wide Literacy Plan	20000
Provide teachers the opportunity to attend CRISS trainings.	Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	500
Ensure students participate in such enrichment programs as Lexia Cross Trainer, AEP, and Gifted to assist them in maintaining high standards in reading.	Reading Coach Assistant Principal	8/20/07	6/5/08	District-wide Literacy Plan	0
Identify a Reading Coach who will coordinate and monitor all district mandated testing such as DIBELS and DAR, intervention and tutoring programs, and provide professional development related to instructional coherence in the reading program to all teachers K-8.	School Administration/ Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	48412

Research-Based Programs

Houghton Mifflin Core Reading Program
 Leaptrack Assessment and Instruction System
 Riverdeep
 Voyager Passport
 Reading Plus
 Leapfrog

Professional Development



School Improvement Plan 2007-2008



CRISS Strategies refresher training
DIBELS Training
Riverdeep Reading Training
Best Practices In-house Workshops
Voyager Passport Training

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Reading Test. Interim Reading Standards Assessments, DIBELS, and FORF testing will provide formative assessments which will be used to monitor progress towards the objective.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

The students will meet grade level expectations in mathematics.

Needs Assessment



School Improvement Plan 2007-2008



An assessment of data reveals that 81.25% of grades 3-6 students scored Level 3 or higher in math. Additionally, 33% did not make annual learning gains, while 35% of the lowest 25% did not make learning gains. Specifically, students in grade 3 were most successful with Number Sense and Measurement with 75% of the questions being answered correctly. Performance in the areas of Algebraic Thinking and Geometry reveals a need for improvement with only 67% and 71% of questions answered correctly, respectively.

Students in grade 4 were most successful with Geometry questions with 86% of the questions being answered correctly. This population also experienced success with 75% of Measurement questions answered correctly. Performance in the areas of Algebraic Thinking and Number Sense reveal that 73% and 71% of the questions were answered correctly, respectively.

Students in grade 5 were most successful in answering Geometry questions with 69% of the questions being answered correctly. The data indicates the greatest need for additional help in the areas of algebraic thinking and data analysis with 55% and 58% of these questions being answered correctly, respectively. However, need is also apparent in the areas of Number Sense with 62% percent of these questions being answered correctly and Measurement with 64% of the questions answered correctly. Their performance in these areas reveals the need for intensive instruction in the areas of Measurement, Number Sense, Data Analysis and Algebraic Thinking.

Students in grade 6 were most successful in answering Geometry questions with 67% of those questions answered correctly. However, data reveals a need for improvement in all strands. In the area of Measurement, students answered 44% of these questions correctly, while only 50% of Algebraic Thinking questions were correct. 35% of the sixth grade students are eligible for intensive math, as indicated on the results of the 2007 FCAT Mathematics Assessment.

The assessment uncovered needs which include, but are not limited to, the following; the need for an instructional initiative which will maximize and promote algebraic thinking and number sense throughout school curriculum and the need for inservice workshops of best practices in the areas of algebraic thinking, number sense, and data analysis.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades 3-7 will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a mathematics journal to enhance their understanding of mathematics processes and the relevance of math in their daily lives.	Grade Level Chairpersons	08/20/07	6/5/08	Other/ Not Applicable	0
Provide inservice training opportunities related to mathematics that address the needs assessment of each grade level.	Mathematics Leader	8/20/07	6/5/08	Other/ Not Applicable	0
Administer uniform weekly math quizzes based on the Sunshine State Standards to students in grades 2-5 as delineated by the Continuous Improvement Model.	Grade Level Chairpersons	8/20/07	6/5/08	Other/ Not Applicable	0
Coordinate and participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and grade level timelines to implement the Continuous Improvement Model.	Mathematics Leader	8/20/07	6/5/08	Other/ Not Applicable	0
Utilize the Riverdeep, FCAT Explorer, and Lexia Cross Trainer Programs to enhance and support instruction in all kindergarten through grade five classes.	Mathematics Leader	8/20/07	6/5/08	Other/ Not Applicable	0
Implement the use of the "Problem of the Day" to estimate, calculate, and analyze solutions to real world problems with emphasis on data analysis.	Grade Level Chairpersons	08/20/07	06/5/08	Other/ Not Applicable	0
Provide small group tutoring before and after school using Harcourt supplementary materials for students who score Level 1 or 2 on the FCAT Math Test.	Mathematics Leader	08/20/07	06/5/08	Other/ Not Applicable	10000
Utilizing the Continuous Improvement Model develop and implement timelines for the Sunshine State Standards, Competency-Based Curriculum, Grade Level Expectations, and the Comprehensive Mathematics and Science Plan-Mathematics and Science Literacy: Bridges to Careers.	Mathematics Leader	08/20/07	06/5/08	Other/ Not Applicable	0
Provide teachers the opportunity to attend professional development trainings in mathematics such as SMILE Eisenhower, HOME Eisenhower, and Riverdeep.	Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Provide students the opportunity to participate in enrichment programs such as Lexia Cross Trainer, AEP, and Gifted to maintain high performance in mathematics.	Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Offer Intensive Math Intervention courses for all middle school students scoring a level 1 or 2 on the FCAT Math Assessment.	Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

Harcourt Brace Core Mathematics Program
Riverdeep
Lexia Cross Trainer

Professional Development

Lexia Training
Riverdeep Mathematics Training
Math /Science Professional Development
Beginning Teacher Cohort
Best Practices Professional Development

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the results of the 2008 FCAT Mathematics Test. District and site authored interim mathematics assessments will be utilized to monitor progress and make adjustments to instruction.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

The students will meet state mastery standards in writing.

Needs Assessment

An assessment of the data reveals that our grade 4 students had a combined mean score of 4.2 on the 2007 FCAT Writing Test. Ninety-three percent of these students reached the state required mastery level of 3.5. Specifically, 93% of students scored 3.5 or above on the expository prompt and 92% scored 3.5 or above on the narrative prompt. Moreover, 80% of the students scored 4.0 or above combined.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will maintain or improve their writing skills as evidenced by 90% of the students scoring 3.5 on the 2008 administration of the FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a writing portfolio to track students' writing progress from K-5.	Writing Leader	08/20/07	6/5/08	District-wide Literacy Plan	0
Obtain, monitor and analyze pre-, progress, and post writing samples from each student as delineated in the Continuous Improvement Model.	Writing Leader Grade Level Chairpersons	08/20/07	6/5/08	District-wide Literacy Plan	0
Monitor the progressive assessment of each student's writing progress as delineated in the Continuous Improvement Model.	Writing Leader Grade Level Chairpersons	8/20/07	6/5/08	District-wide Literacy Plan	0
Continue the "Writer of the Month" and "Most Improved Writer of the Month" program.	Writing Leader	08/20/07	6/5/08	District-wide Literacy Plan	0
Utilize the FCAT six point rubric to holistically score student writing in all classes.	Grade Level Chairpersons	8/20/07	6/5/08	District-wide Literacy Plan	0
Maintain an incentive program run by the Writing Committee to recognize and reward each "Writer of the Month".	Writing Leader	8/20/07	6/5/08	District-wide Literacy Plan	3000

Research-Based Programs

Houghton-Mifflin Core Reading Program

Professional Development

Holistic Scoring
Write Traits

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Writing + Test. District pre and post-tests will be utilized to monitor progress and make adjustments to instruction.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

The students will meet mastery and be proficient in science skills.

Needs Assessment

Scores of the 2007 FCAT Science Test indicate that the mean score for students is 324. 49% of the students scored Level 3 or higher. Specifically, our fifth grade students were most successful in answering Life and Environmental Life questions with 66% of the questions answered correctly. The greatest need uncovered by this assessment is in the area of Scientific Thinking and Physical and Chemical Sciences with 58% of the questions answered correctly.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize District Science Scope and Sequence in grade 5.	Science Teacher	8/20/07	6/5/08	Other/ Not Applicable	0
Administer site-authored monthly science tests and utilize as an instructional tool as delineated in the Continuous Improvement Model.	Science Leader	8/20/07	6/5/08	Other/ Not Applicable	0
Organize presentations by MAST Academy and other outreach programs to enhance science lessons for grade 5 students.	Science Leader	08/14/06	05/29/07	Other/ Not Applicable	0
Utilize technology to conduct research and virtual science experiments.	Fifth Grade Science Teachers	08/20/07	6/5/08	Other/ Not Applicable	0
Participate in schoolwide vertical and horizontal articulation meetings to facilitate Quality Improvement Team Action Plans and Grade Level timelines to implement the Continuous Improvement Model.	Science Leader	8/20/07	6/5/08	Other/ Not Applicable	0
Identify a Science Leader who will provide specialized instruction to intermediate classes to introduce and enhance mastery of the science state standards, provide professional development and technical assistance toward developing best practices, and facilitate the practical application of science lab practicums with emphasis on Earth/Space.	School Administration Science Leader	8/20/07	6/5/08	Other/ Not Applicable	8000
Utilize Science Lab materials provided by Scott Foresman in Kindergarten through fifth grade classes for hands-on projects.	Science Leader/Grade Level Chairpersons	8/20/07	6/5/08	Other/ Not Applicable	8000
Facilitate the participation of teachers in science professional developments such as SMILE Eisenhower and Riverdeep.	Science Leader	8/20/07	6/5/08	Other/ Not Applicable	0
Implement the use of Gizmos to simulate science labs in Kindergarten through middle school classrooms.	Science Leader	8/20/07	6/5/08	Other/ Not Applicable	5000

Research-Based Programs

Scott Foresman Core Science Program
FOSS

Professional Development

Professional In service training based on SMILE/Eisenhower Workshops
Riverdeep Training

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science Test. Interim reports from site developed tests will provide formative assessment which will be used to monitor progress toward the objective.

Parental Involvement Goal

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

Florida Education Priorities

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

District Strategic Plan

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

Parental Involvement Statement

Parents of Devon K-8 Center students will be welcomed to participate in a range of activities designed to enrich their lives. Through these activities, parents will create bonds with their children and be provided with opportunities to become active members of the Devon Aire learning community.

Needs Assessment

Data collected from the last reported School Climate Survey indicates that only 66.5% of the parents selected returned the survey. 100% of parents responding to the School Climate Survey indicated that the overall climate at the school was positive and helped children learn.

Volunteer logs indicate that parental involvement has increased by 5% when compared to 2006-2007, which has assisted in the high academic performance of the students.

Measurable Objective

The school will demonstrate a 5% increase in parental and community involvement as evidenced by comparing the parent attendance logs of the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Work cooperatively with the school PTA to conduct periodic movie nights for families.	PTA Liason	08/20/07	6/5/08	Other/ Not Applicable	0
Expand the monthly Jaguar Express Newsletter to include such topics as: testing tips, home learning help, and social and/or emotional development tips for parents in an effort to increase parent volunteers.	PTA Liason	8/20/07	6/5/08	Other/ Not Applicable	0
Continue the implementation of the Open House program which provides informational meetings for parents and community members.	Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Utilize the Connect-ED telephone program to promote meaningful parent and family participation.	Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Coordinate child psychologists and other children services personnel to conduct workshops for parents to increase knowledge of parenting skills, high-level tests, and motivational skills.	School Counselor	08/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

National Parent Teacher Association

Professional Development

Provide training on increasing parent involvement in the classroom.

Evaluation

Evaluation for this goal will consist of volunteer hourly logs and sign-in sheets and surveys submitted by parents.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Devon Aire K-8 Center seeks to provide its students, faculty and staff with a safe and productive learning environment. Inherent to a productive learning environment is consistent attendance which we seek to increase.

Needs Assessment

Data collected from the 2005-2006 Miami-Dade County Public Schools Percentage of Attendance Report indicated the percentage of attendance for students declined from 97.27% in grading period 1 to 94.72 in grading period 4. This was also a decline from the 2004-2005 school year which ended with an percentage of attendance of 95.96%.

Measurable Objective

Given an emphasis on a safe and orderly environment, student average daily attendance will improve as evidenced by the average attendance rate meeting or exceeding 96% for the 2006-2007 school year as documented by the 2006-07 Miami-Dade County Public Schools Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create an Attendance Incentive Committee consisting of teachers and parent volunteers.	School Counselor	08/14/06	05/29/07	Other/ Not Applicable	0
Utilize a visual aide, that will display the attendance rate by homeroom, to be presented during WNOE announcements to increase student attendance by grade level.	Media Specialist	08/14/06	05/29/07	Other/ Not Applicable	0
Implement an attendance incentive program aimed at increasing attendance.	School Counselor	08/14/06	05/29/07	Other/ Not Applicable	2500

Research-Based Programs

AAA Safety Patrols

Professional Development

n/a

Evaluation

This objective will be evaluated with data provided from the Miami-Dade County Public Schools Percentage of Attendance Report for the 2006-2007 school year.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Technology will be an integral component in each classroom. Devon Aire will strive to seamlessly infuse technology throughout the curriculum by providing professional development to increase the utilization of technology into the instructional program.

Needs Assessment

During the 2006-2007 school year construction forced the school's computer lab to be used as a classroom. Students in the elementary school had limited classroom access to technology. This year Devon Aire will be scheduling time in the computer lab for all students in grades 3-5.

Measurable Objective

Given an emphasis on the use of technology in education, a technology cohort of teachers will receive professional development in the area of technology. The knowledge will be applied in their daily classrooms developing a paperless curriculum as evidenced by the utilization of computers by their students.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Order a Brainpop.com subscription for the Math/Science Department to facilitate technology infusion.	Fifth Grade Science Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Create a bank of proximas and laptops for distribution to teachers.	Technology Support	08/20/07	6/5/08	Other/ Not Applicable	5000
Open the computer lab at 7:45 a.m. for early morning use by students supervised by hourly personnel.	Principal	08/20/07	6/5/08	Other/ Not Applicable	1800
Appoint a "Technology Leader" to assist with technology.	Principal	08/20/07	6/5/08	Other/ Not Applicable	5000
Provide training for all teachers in the infusion of technology into the curriculim.	Technology Leader	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

Brainpop.com

Professional Development

Technology Leader training on Teacher Portal access

Evaluation

This objective will be evaluated using logged computer lab time for grades 3-5.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Students will participate regularly in physical activity, while achieving and maintaining a health-enhancing level of physical/health related fitness.

Needs Assessment

An assessment of the data reveals that 97% of students tested in 2006-2007, using the FITNESSGRAM assessment, received awards.

Measurable Objective

Given an emphasis on the importance of sound, body, mind, and spirit and its relationship to academic performance, 97% of students will meet minimum fitness standards as documented by the FITNESSGRAM assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a Pre-test to determine baseline measures of all students tested.	PE Teachers	08/20/07	6/5/08	Other/ Not Applicable	0
Plan activities that are data-driven from Mid-Year assessment and provide students with corrective feedback.	PE Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Emphasize activities that promote improvement in the areas of : cardiovascular health, flexibility, muscular strength and endurance.	PE Teachers	08/20/07	6/5/08	Other/ Not Applicable	0
Compare data from Pre-test and Mid-Year test to help guide teacher instruction.	PE Teachers	08/20/07	6/5/08	Other/ Not Applicable	0
Administer a Mid-Year Progress Test to assess each student's improvement.	PE Teachers	08/20/07	6/5/08	Other/ Not Applicable	0
Implement a rock climbing course, utilizing the 40' by 8' climbing wall in the cafeteria, to avail all students to alternate physical education activities to increase students' strength, flexibility, and self-esteem instructed by hourly personnel trained by X-Treme Rock Climbing.	Physical Education Teachers	8/20/07	6/5/08	Other/ Not Applicable	2700
Develop a school wide nutrition program to educate students to the benefits of healthy eating and wise food choices to reduce childhood obesity.	Science Teacher	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education General Meeting

Evaluation

This objective will be evaluated by scores from the 2008 FITNESSGRAM Assessment. The Pre-test and Mid-Year assessment will provide formative assessments which will be used to monitor progress toward the objective.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

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"/>

Electives & Special Areas Statement

Students at Devon Aire K-8 Center will benefit from an enriched Arts program designed to inspire a lifelong love of the humanities.

Needs Assessment

Students receiving Learning Lab tutoring are unable to participate in special area classes. In order to expose them to the arts, the special area department, in conjunction with the PTA, will provide Devon Aire students with Arts-based enrichment programs and events.

Measurable Objective

Given an emphasis on the benefits of participating in a culturally rich curriculum, 80% of students who receive reading intervention during their special area time will be exposed to or participate in additional cultural arts programs to be staged throughout the school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Showcase student art throughout the school.	Art Teachers	08/20/07	6/5/08	Other/ Not Applicable	0
Design schedules so that students in K-1 receive instruction in the arts.	Assistant Principal	08/20/07	6/5/08	Other/ Not Applicable	0
Stage two musical programs to showcase student talent.	Music Teachers	08/20/07	6/5/08	Other/ Not Applicable	2000
Stage a Hispanic Heritage Extravaganza to showcase student talent.	Spanish Teachers	8/20/07	6/5/08	Other/ Not Applicable	500
Coordinate a Field Day to encourage physical fitness and sportsmanship.	PE Teachers	8/20/07	6/5/08	Other/ Not Applicable	500

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

This objective will be evaluated through class rosters indicating attendance by students who receive tutoring.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Devon Aire K-8 Center will rank at or above the 92nd percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that for the school year 2004-05, Devon Aire K-8 Center ranked at the 88th percentile on the State of Florida ROI Index.

Measurable Objective

Devon Aire K-8 Center will maintain or improve its ranking on the State of Florida ROI Index publication from the 91 percentile in 2003 to the 92 percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	08/20/07	6/5/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Principal	08/20/07	6/5/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/07	6/5/08	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal	08/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

State of Florida ROI Index

Professional Development

n/a

Evaluation

On the next State of Florida ROI Index publication, Devon Aire K-8 Center will maintain or show progress toward reaching the 92 percentile.

EESAC Compliance

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

Budget:

The EESAC recommends that EESAC school funds be used to continue to support the Learning Lab for intensive reading instruction.

Training:

The EESAC recommends staff development in the area of technology enhancement to instruction.

Instructional Materials:

The EESAC recommends that the total per student allocation go to funding instructional materials and tutors to remediate students who are deficient in reading and mathematics skills.

Technology:

The EESAC recommends continued investigation into the purchase of updated technology and grade level appropriate software to enhance curriculum objectives and instruction. Additionally, investigate PTA assistance with grant writing.

Staffing:

The EESAC recommends continuation of the team staffing process.

Student Support Services:

The EESAC recommends that members be kept informed of school programs, activities, and special events related to this important area. The EESAC strongly supports all student services and inclusion practices at the school site.

Other Matters of Resource Allocation:

Devon Aire Elementary School EESAC has no recommendations at this time.

Benchmarking:

The EESAC recommends in the area of FCAT Writing: Students participate in the "Writer of the Month" incentive program to improve each student's writing ability. The EESAC recommends in the area of FCAT Reading: Students participate in regular practice sessions incorporating FCAT strategies in order to acquaint students with "Read, Think and Explain" questioning techniques.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommends the use of and strongly supports the T.R.U.S.T. curriculum, D.A.R.E. program, and safety patrols, which facilitate safety and discipline in the school.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	88912
Mathematics	10000
Writing	3000
Science	21000
Parental Involvement	0
Discipline & Safety	2500
Technology	11800
Health & Physical Fitness	2700
Electives & Special Areas	3000
Return On Investment	0
Total	142912



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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