

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Flagami Elementary School (1841)

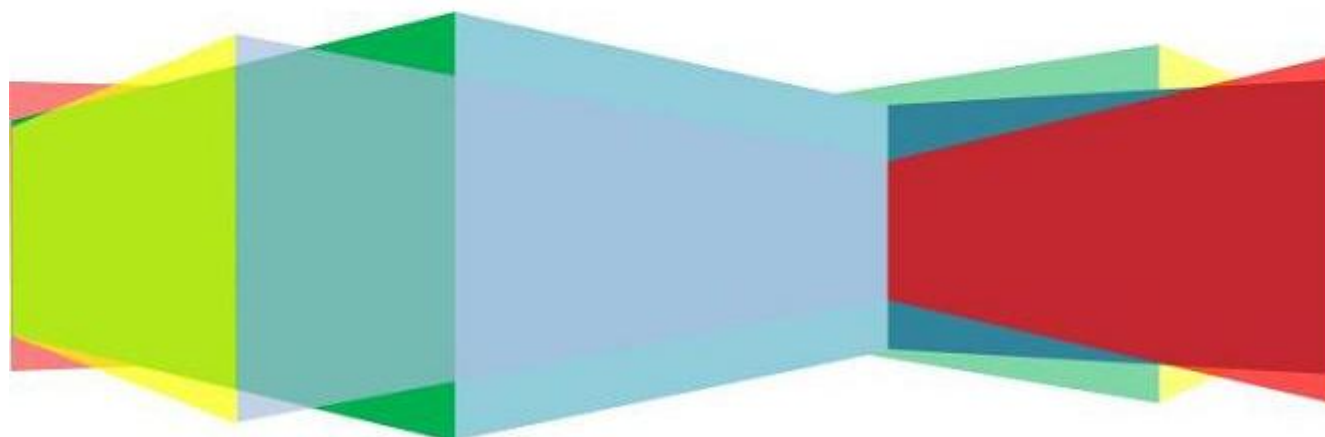
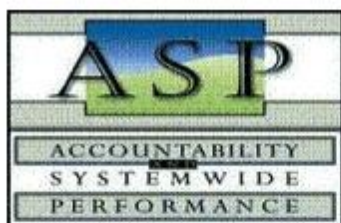
Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Myra Silverstein

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Flagami Elementary School, in the South Miami Senior High School Feeder Pattern in the Regional V Center, was built in 1953. The school serves a predominantly Hispanic community with 81% of the students receiving free or reduced price meals. Currently, Flagami Elementary is identified as a school receiving Title 1 funding with 518 students in grades prekindergarten through grade five, including those who are identified as having Emotional/Behavior Disabilities. The student population is composed of 94% Hispanic, 5% White, 0.5% Black, and 0.5% Asian/Multiracial. The faculty is comprised of 70% Hispanic, 20% White, and 10% Black. Average class size is 17.4 in prekindergarten through third grade and 17.1 in grades four and five. The 2006-2007 end of the year attendance rate was 96.24%. The retention rate for the 2006-2007 school year was 4%. The total number of students scoring Levels 1 and 2 in Reading and Mathematics on the 2007 FCAT were 131. Programs offered include Gifted and the Academic Excellence Program (AEP). The school was awarded the Dell TechKnow grant in 2006-2007 and 2007-2008.

The lowest areas for improvement based on the OPIS were Educational Design and Stakeholder Engagement. We plan to increase our scores in these areas by addressing communication with all stakeholders.

Data including FCAT scores, Organizational Performance Improvement Snapshot (OPIS) and the Demographic School Profile has been analyzed. Results from the 2006-2007 School Improvement Plan were incorporated into this plan. The staff at Flagami, in collaboration with the Educational Excellence School Advisory Council, has identified measurable objectives as the 2007-2008 action plan for school improvement.

Given instruction using the Sunshine State Standards, students in Grades 3-5 will improve their reading skills as evidenced by 72% in the number of students scoring FCAT achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of Students With Disabilities in grades 3 - 5 scoring Level 3 or higher will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by 76% in the number of students scoring FCAT achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by 62% in the number of students scoring FCAT achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by 92% of students scoring at or above FCAT achievement Level 3.5 on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 66% of the students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given the emphasis on parental and community involvement, there will be an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given the need to facilitate high achievement, Flagami will increase the ranking on the 2008 End of the Year Percentage of Attendance Report by .5% from 96.24% on the 2007 End of the Year Percentage of Attendance Report to 96.75% on the 2008 End of the Year Percentage of Attendance Report.

Given an emphasis on the use of technology in education, all students will augment their usage of the Learning Today Program as evidenced by the 2007-2008 progress monitoring.

Given instruction in physical education, students in grades 2-5 will demonstrate an increase of 3% on the FITNESSGRAM scores. This will be demonstrated by an increase in silver and gold award winners on the FITNESSGRAM from 87% to 90%.

Given instruction within the area of drama, the self esteem of students participating in Drama Club will improve by 5%, from 64% in the Fall, 2007 to 69% in Spring, 2008 using the Parish Self Esteem Scale.

The ranking on the State of Florida ROI Index publication will increase from the 59th percentile in 2005 to the 63rd percentile on the next publication of the index.

To achieve these objectives, the administration, staff, and community have planned and together are implementing the following measures: continuing literature-based reading, timed readings, journal writing using writing prompts, creative writing, writing portfolios, tutorial math activities, hands-on laboratory activities, staff development for improving teacher competencies in computer technology, and grade level planning to support these activities. Strategies are designed for all students including English Language Learners and Students With Disabilities. These activities will facilitate our mission for growth and excellence in all areas of the curriculum and will foster each student's ability to reach their potential in the pursuit of becoming lifelong learners.

Our lowest areas for improvement based on the OPIS were Educational Design and Stakeholder Engagement. The plan is to increase



School Improvement Plan 2007-2008



the scores in these areas by addressing communication with all stakeholders.



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.

1841 - FLAGAMI ELEMENTARY SCHOOL

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School Demographics

Flagami Elementary School is a neighborhood school, built in 1953, with no renovations since 2003 and seven portables on the school site. The current enrollment is 518 students with 52% as English Language Learners. Since 81% of the student population participate in the government's free/reduced lunch program the school qualifies to receive Title 1 funding. The ethnic/racial composition of the student population is 94% Hispanic, 5% White Non-Hispanic, 0.5% Black Non-Hispanic, and 0.5% Asian/Multiracial.

Average class size is 16.57 in prekindergarten through third grade and 18.75 in grades four and five. The 2006-2007 end of the year attendance rate was 96.24%. The retention rate for the 2006-2007 school year was 4%. The total number of students scoring Levels 1 and 2 in Reading and Mathematics on the 2007 FCAT were 131. Programs offered include Gifted and the Academic Excellence Program (AEP). The school was awarded the Dell TechKnow grant in 2006-2007 and 2007-2008.

Educational services based on the Sunshine State Standards are provided to students in grades prekindergarten through fifth grade, including those identified as Emotional/Behavior Disabilities. Instruction is provided in classroom settings and is enhanced through computer-based activities. School-to-home connections are fostered by the many shared experiences of school and home.

The staff is comprised of 62 full time and 10 part-time employees. Of this group, 2 are Administrators, 1 Reading Coach, 24 Classroom Teachers, 13 Exceptional Education Teachers, 1 Counselor, 2 Paraprofessionals, 1 Media Specialist, 4 Clerical, 6 Cafeteria Workers, 1 Micro System Technician, 1 Community Involvement Specialist, 1 Security Monitor, and 4 Custodians. The ethnic composition of the staff includes 27% White, 55% Hispanic and 18% Black. There are 25 instructional staff members with Master's degrees. There is one new staff member this year. The Leadership Team is comprised of the Principal, Assistant Principal and the Reading Leader.

Dade Partners include; Chevy's Fresh Mex Restaurant, Domino's Pizza, Fit Kids, McDonald's #1098, Miami-Dade Police Department Doral Station, Outback Steakhouse, Pan American Hospital and Health Network, Pizza Hut #710720, Popeye's Pizza, Publix Super Market #010, QSP Readers Digest, South Miami Pizzerias, Thunder Wheels Skating Center, Washington Mutual #1734, World's Finest Chocolates and Costco.

Several issues have been identified that impact student learning. The students are moderately mobile as reflected by a 21% mobility rate. Ninety-three percent of the students are speakers of other languages in the home. A sector of the student population has no access to the Internet or school website at home.

The advantages that the school has are that staff mobility is very low and 98% of our faculty meet the national qualifications for highly qualified teachers.

Flagami Elementary School received the Florida School Recognition Award for both the 2005-2006 and 2006-2007 school year.

School Foundation

Leadership:

The results of the 2006 OPIS Survey indicated a score of 4.8 points out of 5 points, reflecting 96% in the leadership category. Excellence is the goal for students and faculty through maintaining open lines of communication. Decision-making is collaborative involving all of the stakeholders within the school community.

District Strategic Planning Alignment:

The OPIS Survey indicated a score of 4.6 out of 5 points (92%) on the strategic planning portion of the survey. Input is requested and valued during faculty, grade level and department meetings, EESAC, Literacy Leadership Team and committee meetings.

Stakeholder Engagement:

The OPIS Survey indicated a score of 4.6 out of 5 points (92%) on the Customer and Market Focus section of the survey. Testing data is utilized to drive decisions-making.

Faculty & Staff:

The OPIS Survey indicated a score of 4.7 out of 5 points (94%) on the Human Resources section of the survey. Every effort is made to assure cohesiveness among faculty members.

Data/Information/Knowledge Management:

The OPIS Survey indicated a score of 4.7 out of 5 points (94%) on the Measurement/Analysis and Knowledge Management section of the survey. Data is utilized to provide differentiated instruction to all students. Software programs including Lexia and Learning Today that are diagnostic/prescriptive in nature are utilized with all students

Education Design:

The OPIS Survey indicated a score of 4.5 out of 5 points (90%) when combining the Process Management and Business sections of the survey. Budget and staffing information is shared at faculty, EESAC, Literacy Leadership Team and grade level meetings for the purpose of clarity and input.

Performance Results:

This section will analyze additional areas that this process has impacted (i.e. suspensions, drop-out rate).



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

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 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

Students in grades K-5 will master Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

The Students with Disabilities subgroup didn't meet AYP targets. Fifty percent or more of the lower 25% made learning gains and 50% or more made learning gains. The percent proficient did not increase. Scores indicate that 59% of students in grade three scored at achievement Level 3 and above on the 2007 administration of the FCAT Reading Test. Scores indicate that 60% of students in grade four scored at achievement Level 3 and above on the 2007 administration of the FCAT Reading Test. Scores indicate that 61% of students in grade five scored at achievement Level 3 and above on the 2007 administration of the FCAT Reading Test.

Students in grades K-5 will master Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension based on their grade level guidelines mandated by the Sunshine State Standards.

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 checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grades 3-5 will improve their reading skills as evidenced by 72% in the number of students scoring FCAT achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of Students With Disabilities in grades 3 - 5 scoring Level 3 or higher will increase to 58% on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide tutoring before and after school to identified students in grades 3-5 in Levels 1 and 2 that will address remediation and monitor progress.	Administrators and Tutors	8/20/2007	6/5/2008	Continuous Improvement Model	7500
Utilize the Early Success, Soar to Success, and Voyager Intervention programs for reading to target students needing intensive instruction through a pull-out tutorial program. (FCAT Level 1 and 2 students, Tier 2 students).	Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to participate in the Achieve testing program that is correlated with the FCAT to facilitate implementation of the Continuous Improvement Model	Administrators and Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	3000
Continue to use the Big Five (Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension and Fluency) to emphasize reading skills to Students With Disabilities (SWD) in the resource and inclusion settings.	SWD Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Track students' progress using Accelerated Reader, SRA Reading Laboratory and DIBELS.	Reading Coach and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Emphasize reading skills through the use of CRISS strategies and infuse technology using Learning Today to emphasize reading skills in accordance with the Comprehensive Research Reading Program.	Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	3000
Enhance the curriculum as needed for students scoring a 3 and above based on the Achieve scores and Interim Assessments.	Teachers	9/17/2007	6/5/2008	Continuous Improvement Model	0
Monitor student progress in the lowest clusters through the use of the Achieve scores and Interim Assessments and adjust the curriculum in the tutorial program to emphasize those clusters.	Teachers and Tutors	9/17/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal, Reading Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal and Reading Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton-Mifflin Reading series and other research-based programs to support the core curriculum include Learning Today, SRA Reading Laboratory, and CRISS strategies.

Professional Development

Staff members will participate in professional development training for the following areas: Project Bear, Project Owl, Project Draw, DIBELS, CRISS Training, Learning Today and Accelerated Reader.

Evaluation

The evaluation that will be used consists of the Achieve Program Test, Interim Assessments, Tutorial Evaluations through the use of the Achieve Pre-test, and the 2008 FCAT Reading Test.

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

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

Mathematics Statement

Students in grades K-5 will master Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

The Student with Disabilities subgroup did not meet AYP targets. Fifty percent or more of the lower 25% made learning gains and 50% or more made learning gains. The percent proficient did not increase. Scores indicate that 81% of students in grade three scored at achievement Level 3 and above on the 2007 administration of the FCAT Mathematics Test. Scores indicate that 69% of students in grade four scored at achievement Level 3 and above on the 2007 administration of the FCAT Mathematics Test. Scores indicate that 40% of students in grade five scored at achievement Level 3 and above on the 2007 administration of the FCAT Mathematics Test.

Students in grades K-5 will master Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis based on grade level guidelines mandated by the Sunshine State Standards.

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 checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3–5 will improve their mathematics skills as evidenced by 76% in the number of students scoring FCAT achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by 62% in the number of students scoring FCAT achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to participate in the Achieve testing program that is correlated with the FCAT to facilitate implementation of the Continuous Improvement Model.	Administrators and Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	3000
Infuse technology through the use of Learning Today and the SRA Mathematics Laboratory to emphasize mathematics skills.	Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	3000
Identify the students in all subgroups emphasizing the English Language Learners (ELL) and Students With Disabilities (SWD), scoring at Level 1 and Level 2 of the FCAT Mathematics Test, as delineated in Annual Yearly Progress (AYP) disaggregated data and implement a tutorial program to address needs in the area of mathematics.	Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide tutoring before and after school to students in grades 3-5 in the lowest 25% that will address remediation and monitor progress.	Administrators and Tutors	9/17/2007	6/5/2008	Continuous Improvement Model	7500
Participate in the Washington Mutual Students' Savings Account Program.	Community Involvement Specialist	9/17/2007	6/5/2008	Other/ Not Applicable	0
Monitor students' progress in the lowest clusters through the use of the Achieve scores and Interim Assessments and adjust the curriculum in the tutorial program to emphasize those clusters.	Teachers and Tutors	9/17/2007	6/5/2008	Other/ Not Applicable	0
Enhance the curriculum as needed for students scoring a 3 and above based on the Achieve scores and Interim Assessments.	Teachers	9/17/2007	6/5/2008	Continuous Improvement Model	0
Offer a chess program after school provided through the Academic Excellence Program and Title 1 to enrich higher order thinking skills	Assistant Principal and Chess Coach	9/12/2007	5/28/2008	Academic Enrichment Opportunities	4500
Implement the Continuous Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal and Mathematics Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal and Mathematics Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Harcourt-Brace Mathematics series which supports the core curriculum will include Learning Today and the SRA Mathematics Laboratory.

Professional Development

Teachers will participate in District provided workshops to discuss mathematics strand strategies.

Evaluation

The evaluation that will be used consists of the Achieve Program Test, Interim Assessments, Tutorial Evaluations through the use of the Achieve Pre-test, and the 2008 FCAT Mathematics Test.

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

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Writing Statement

Students in grades K-5 will master the elements of the writing for the Expository/Narrative Writing based on the grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 77% of students in grade four scored 3.5 or above on the 2007 FCAT Combined Writing Test. Scores indicate that 76% of students in grade four scored 3.5 or above on the 2007 FCAT Expository Writing Test and 77% on the Narrative Writing Test.

NCLB Subgroup Target

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<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 increase their writing skills as evidenced by 92% of students scoring at or above FCAT achievement Level 3.5 on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in District/Title 1 Writing contests.	Reading Coach and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a mid-year writing assessment.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development in writing techniques and in the holistic scoring rubric.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide monthly opportunities for students to respond to prompts focusing on specific writing skills.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide remedial assistance through the use of CRISS and Razzle Dazzle strategies to identified fourth grade students emphasizing the writing process. Monitor and assess progress utilizing the Continuous Improvement Model.	Tutors	9/17/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton-Mifflin Reading series/writing component. Additionally, research-based programs to support the core curriculum include the Creating Independence through Student-owned Strategies.

Professional Development

The majority of the teachers in grades 3-5 at Flagami Elementary School have attended the Creating Independence through Student-owned Strategies (CRISS) training, provided by the District. Teachers will be trained in a writing workshop using Melissa Forney's Razzle Dazzle Writing strategies.

Evaluation

The evaluation that will be used consists of the 2008 FCAT Writing+ Test and district-based Pre/Mid/Post Tests.

Science Goal

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

Florida Education Priorities

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Science Statement

Students in grades K-5 will master the components based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 41% of students in grade 5 scored 3 and above on the 2007 FCAT Science Test. This is an increase of 9% when compared to the 2006 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by 66% of the students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Practice and apply the scientific method culminating in a school-wide Science Fair.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a fifth grade Achieve assessment.	Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	1000
Utilize technology, equipment, and hands on activities to enhance students' acquisition of Sunshine State Standards in Science.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development in the use of the new science kits.	Administrators and Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Monitor students' progress in all clusters, with emphasis on Physical and Chemical which is the lowest cluster through the use of the School Improvement Zone (SIZ) pre and post tests, monthly assessments and adjust the curriculum as needed.	Teachers	9/17/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal and Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal and Science Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science series, Full Option Science System (FOSS) kits and the Achieve Program.

Professional Development

Staff members will participate in professional development training for the following areas: FOSS Kit workshop and Division of Mathematics and Science Education workshops.

Evaluation

The evaluation will consist of Science Pre and Post-tests, monthly assessments and the 2008 FCAT Science Test.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the 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

Parental involvement will increase to enhance students' motivation.

Needs Assessment

Results from the 2006-2007 parent logs indicate a 9% increase of parents at each parent workshop, as compared to the number of parents that attended in the 2005-2006 school year.

Measurable Objective

Given the emphasis on parental and community involvement, there will be an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Meet with third grade parents to provide parent training regarding information on No Child Left Behind requirements for third grade promotion.	Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use Connect-Ed messages to inform parents of workshops.	Administrators	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Provide monthly meetings for parents of Students With Disabilities and English Language Learners regarding curriculum, subject area information and parenting skills.	SWD Teachers	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Offer monthly Bilingual Parent Outreach Program meetings to provide parents with curriculum and subject area information.	Administrators	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Provide parent training regarding implementation of the Student/Parent Guardian and School Compact Agreement through the Title 1 orientation meeting	Teachers	8/20/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

The six strategies that are addressed in the National Standards for Parent/Family Involvement Programs and U.S. Department of Education are 1. Communicating 2. Promoting and supporting parenting skills 3. Parents playing an integral role in student learning 4. Volunteering 5. Parents playing a role in the school decision making and advocacy 6. Schools collaborating with the community.

Professional Development

Staff members will promote and participate in school-wide events. In addition, qualified personnel from the Bilingual Parent Outreach Program/Community Involvement Specialist (CIS) will offer monthly inservices to promote educational issues pertaining to our student population. Furthermore, they will provide technological assistance to the parents and community members. The Parental/Community Resource Center will house an array of informational booklets and brochures to enhance home learning and intensify the connection between home and school.

Evaluation

The evaluation will consist of the 2007-2008 Parent Attendance Logs from the parent workshops.

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 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"/>

Discipline & Safety Statement

The percentage of attendance will increase to maximize student learning through the establishment of a school-wide incentive program.

Needs Assessment

As evidenced on the 2007 End of the Year Percentage of Attendance Report of 96.24% there is a need for improvement for the third (96.49%) and fourth (95.49%) grading periods.

Measurable Objective

Given the need to facilitate high achievement, Flagami will increase the ranking on the 2008 End of the Year Percentage of Attendance Report by .5% from 96.24% on the 2007 End of the Year Percentage of Attendance Report to 96.75% on the 2008 End of the Year Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide incentives for students with perfect attendance, no tardies and no early releases.	Homeroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Award an attendance banner to top classes weekly.	Grade level chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide monthly recognition with an attendance trophy, to the class with the best attendance in each grade level.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the School Social Worker and the Community Involvement Specialist to contact parents to address attendance issues.	Teachers and Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide notification to parents using Connect Ed.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Lee Canter's Assertive Discipline Plan and Succeeding with Difficult Students, 1998.

Professional Development

Staff members will participate in training for the implementation of in-house incentive programs.

Evaluation

The evaluation will be the school's ranking on the 2008 End of the Year Percentage of Attendance Report, Quarterly Attendance Reports and Cognos.

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

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

Technology Statement

Students will improve their technology skills through weekly computer lab lessons.

Needs Assessment

Based on teacher observation, the amount of time students spent on the Learning Today Program indicated a need for increased usage of the program.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Learning Today Program as evidenced by the 2007-2008 progress monitoring.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide weekly school-wide Gradebook E-tips for faculty members via email.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Attend the Computer Lab and/or Mobile Lab on a regular basis.	Classroom Teachers	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Utilize technology through Accelerated Reader and Learning Today.	Second Grade Teachers	8/20/2007	6/5/2008	Education Innovation	0
Instruct students, parents, and faculty members to access online resources and district portals	Media Specialist and Classroom Teachers	8/20/2007	6/5/2008	Education Innovation	0
Monitor usage reports to indicate the percentage of students using technology as an instructional tool.	Administration and Department Chairs	8/20/2007	6/5/2008	Education Innovation	0

Research-Based Programs

Use of FCAT Explorer and Accelerated Reader portals.

Professional Development

Training will be provided in Gradebook through Grade Level meetings. Training will occur for new teachers in Learning Today.

Evaluation

The evaluation that will be used are the results from the quarterly Learning Today Assessment and the STAR profile.

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 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

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

Health & Physical Fitness Statement

Student physical fitness in grades 2-5 will improve through participation in health and physical education programs

Needs Assessment

Research indicates an increase in obesity among elementary children. The development of appropriate nutritional and behavioral patterns is important to reverse the trend of increasing weight gain of our children. (Pate et al, 1985; Gortmaker et al, 1987; Lohman, 1992) Focus in the physical education curriculum is to help students achieve a level of activity and fitness associated with good health as evidenced by the score on the FITNESSGRAM. FITNESSGRAM results of the 2006-2007 year indicated that 87% of the students received silver and gold awards.

Measurable Objective

Given instruction in physical education, students in grades 2-5 will demonstrate an increase of 3% on the FITNESSGRAM scores. This will be demonstrated by an increase in silver and gold award winners on the FITNESSGRAM from 87% to 90%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in daily PE classes.	Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Have weekly one minute leg raises and crunch drills.	PE Teachers	8/20/2007	6/05/2008	Student Wellness	0
Participate in school wide field day.	PE Teachers	8/20/2007	6/05/2008	Student Wellness	0
Participate in the Health Connect Program in School by providing a school nurse to all students.	School Nurse	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
School nurse will administer a pre and post measurement of height, weight and body mass index (BMI) on all students.	School Nurse	10/1/2007	6/5/2008	Healthcare & Healthy Choices	0

Research-Based Programs

The FITNESSGRAM program.

Professional Development

Staff members will participate in school-wide professional development training in the Healthy Schools Program.

Evaluation

The evaluation that will be used will be based on the percentage of students receiving silver and gold awards on the FITNESSGRAM.

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 type="checkbox"/>

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

Electives & Special Areas Statement

Student participation in Drama Club will improve their self esteem and language skills.

Needs Assessment

Based on the Parish Self Esteem Scale administered in Fall, 2007 a need for an increase in self esteem is indicated. Drama Club students average score was 64%. Teachers stated that in previous years self esteem improved as a result of Drama Club participation.

Measurable Objective

Given instruction within the area of drama, the self esteem of students participating in Drama Club will improve by 5%, from 64% in the Fall, 2007 to 69% in Spring, 2008 using the Parish Self Esteem Scale.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in drama productions through AEP.	Drama Club Sponsor	9/19/2007	6/5/2008	Academic Enrichment Opportunities	3500
Engage students in developing vocabulary through the use of role-playing and scripts.	Drama Club Sponsor	9/19/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide oral experiences to increase memorization and fluency.	Drama Club Sponsor	9/19/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize the skills assessment checklist.	Drama Club Sponsor	9/19/2007	6/5/2008	Academic Enrichment Opportunities	0
Administer pre/post self esteem survey.	Drama Club Sponsor	9/19/2007	6/5/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Lee Canter's Assertive Discipline Plan and Succeeding with Difficult Students, 1998. Parish Self Esteem Scale, 1978.

Professional Development

The Drama Club Sponsor will participate in professional development provided by the Academic Excellence Program (AEP).

Evaluation

The evaluation will be based on the pre/post Parish Self Esteem Scale (Parish, Thomas S., 1978).

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Flagami Elementary School will rank at or above the 63rd percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

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

Measurable Objective

The ranking on the State of Florida ROI Index publication will increase from the 59th percentile in 2005 to the 63rd percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Disseminate information about the use of financial resources in relation to school programs.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

State of Florida ROI Index.

Professional Development

Disseminate information to the faculty.

Evaluation

On the next State of Florida ROI index publication, Flagami Elementary School will show progress toward reaching the 63rd 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 will be meeting to determine how EESAC funds will be utilized for the 2007-2008 school year.

Training:

The EESAC recommended that there be professional training for Reading, Math, Writing, and Science.

Instructional Materials:

The EESAC has been involved in the purchase of computers, software, and program materials.

Technology:

The EESAC supports the administration's initiative to operate a mobile Computer Lab to enhance the educational process.

Staffing:

The EESAC was made aware of tentative future grade level configuration changes, if deemed necessary for the 2007-2008 school year.

Student Support Services:

The EESAC supports the continuation of cooperative consultation for teachers and parents.

Other Matters of Resource Allocation:

The EESAC has been greatly involved with the community volunteers and Dade Partners. Flagami Elementary is in collaboration with local schools of higher education in order that perspective teachers can experience field services and/or internships at this school.

Benchmarking:

The EESAC had input during their monthly meetings to recommend activities that would enhance the learning environment which would engage all faculty and staff.

School Safety & Discipline:

The EESAC has reviewed the schoolwide safety plan and the Critical Incidence Response Plan (CIRP).

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13500
Mathematics	18000
Writing	0
Science	1000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3500
Return On Investment	0
Total	36000



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