SCHOOL IMPROVEMENT PLAN
2007 - 2008

Henry M. Flagler Elementary School (1881)
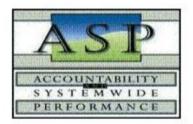
Feeder Pattern - Coral Gables Senior

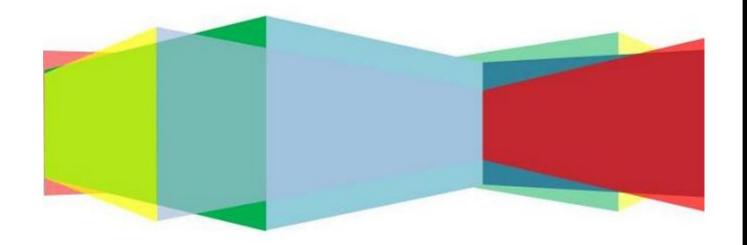Regional Center IV

District 13 - Miami-Dade

Principal - Marie Izquierdo

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

Henry M. Flagler Elementary School serves 861 prekindergarten through fifth grade students. Standard Curriculum students make up 50 percent of the student population, Students with Disabilities (SWD) make up 3 percent of the student population, and English Language Learners (ELL) make up 47 percent of the student population. The SWD student population includes 27 Learning Disabled, 24 Gifted, 20 speech impaired, 7 other health impaired, 5 developmentally delayed and 1 language impaired students. The ELL population includes 102 students in Level 1, 71 students in Level 2, 90 students in Level 3 and 140 students in Level 4. Seventy-seven (77) percent of students are economically disadvantaged. The ethnic/racial makeup of the student population is 97 percent Hispanic, 2 percent White, and less than one percent Black. The mobility rate of the school is 22.

The Educational Excellence School Advisory Council (EESAC) at Henry M. Flagler Elementary School analyzed needs assessment data, achievement of goals, and potential for growth relative to the objectives outlined in the School Improvement Plan (SIP) 2006-2007. These findings were then considered in conjunction with demographic and academic profiles, Florida Comprehensive Assessment Test (FCAT) results, Stanford Achievement Test (SAT-10) Results, and the School Report Card. Based on the information gathered, the following goals to improve student performance were determined:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 75% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 74% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by 77% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2007-2008 school year as compared to the 2006-2007 school year as documented in parent sign-in logs.

Given the need to establish an environment that is safe and conducive to learning, adjustments will be made to continue to ensure the safety of all students as evidenced by an increase of 5 percentage points in the percent of parents agreeing that the school is safe and secure on the 2007-08 administration of the School Climate Survey when compared to 2006-07 results.

Given the need to increase the use of technology in our school, students will complete a total of 30,000 FCAT Explorer problems by May 2008.

Given instruction on physical fitness, students in grades four and five will achieve an annual increase of 3 percent in award recipients as measured by the FITNESSGRAM when compared to participation rates in 2006-2007.

Henry M. Flagler Elementary will enhance the educational experiences of students by increasing the number of pupils enrolled in extracurricular activities as evidenced by student attendance logs.

Henry M. Flagler Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2004-2005 to the 37st percentile on the next publication of the index.

The Educational Excellence School Advisory Council met with all stakeholders to develop specific strategies to support the School Improvement Plan (SIP) objectives. By ensuring a learning environment which maximizes the potential of each student, the Henry M. Flagler Elementary School community devotes its efforts to facilitating students becoming life-long learners. In an effort to determine the strengths and opportunities for improvement for the 2007-2008 school year, school staff members participated in the Organizational Performance Improvement Snapshot (OPIS). Two areas of improvement identified by the OPIS survey tool were 2a.- Strategic Planning and 7c.- Business Results to address these areas of concern Henry M. Flagler Elementary plans to make a concerted effort in recognizing and encouraging input from teachers. Each teacher will be afforded the choice of which School Improvement Plan (SIP) committee they will serve. In addition, more information regarding the school's financial status will be shared with all staff members through out the year in Faculty and EESAC meetings.

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.

1881 - HENRY M. FLAGLER ELEMENTARY SCHOOL

VISION

The faculty, staff, parents and community of Henry M. Flagler Elementary School envision the school as a stepping stone in each student's education. We strive to meet individual needs being cognizant of diverse cultural backgrounds and personal experiences. We collaboratively promote an environment which enables students to acquire fundamental skills, knowledge and values which will empower them to function in a global society.

MISSION

Henry M. Flagler Elementary School provides a safe, nurturing environment, which enriches lives, maximizes potential and positively impacts literacy development. Our mission is to provide technologically enhanced educational opportunities, along with the delivery of a research-based curriculum, in order to empower academic achievement and motivate excellence. As independent, life-long learners, our students will be well prepared to serve as responsible, productive citizens of the 21st Century.

CORE VALUES

Henry M. Flagler Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to a high quality of service, relationships and communications; we believe that we should be a place of realized potential; and we believe that our responsibility is to our students, to our employees and to the community that we serve.

School Demograhics

Henry M. Flagler Elementary School serves 861 prekindergarten through fifth grade students. Standard Curriculum students make up 50 percent of the student population, English Language Learners (ELL) make up 47 percent of the student population, and Students with Disabilities (SWD) make up 3 percent of the student population. The SWD student population includes 27 Learning Disabled, 24 Gifted, 20 speech impaired, 7 other health impaired, 5 developmentally delayed and 1 language impaired students. The ELL population includes 102 students in Level 1, 71 students in Level 2, 90 students in Level 3 and 140 students in Level 4. Seventy-seven (77) percent of students are economically disadvantaged. The ethnic/racial makeup of the student population is 97 percent Hispanic, 2 percent White, and less than one percent Black. The mobility rate of the school is 22.

Henry M. Flagler Elementary School employs a total of 74 full-time staff members and 22 part-time staff members. Of this group, 2 are administrators, 55 are classroom teachers, 1 is a Guidance Counselor, 5 are clerical employees, 5 are custodians, 5 are security monitors, 5 are part-time teachers, 11 are cafeteria workers, 4 are paraprofessionals, 1 is a Media Specialist ,1 is a Community Involvement Specialist, and 1 is a Computer Specialist. Of the teaching staff, 9 percent are teachers new to this school, with the average length of time teaching at 13 years. Two teachers have earned National Board certification. Fifty-four percent have advanced degrees. The school staff ethnic ratios are as follows: 72 percent Hispanic, 19 percent White non-Hispanic, and 8 percent Black non-Hispanic.

Henry M. Flagler Elementary School was established in 1954 and is located on four acres in Miami-Dade County at 5222 NW 1st Street in Miami, Florida. The campus consists of 9 buildings and a 15,000 volume library media center. The school has four basketball courts, an art studio, a music suite, two 30-station computer laboratories and a science laboratory. The facility has been retrofitted to provide Internet access to all classrooms with a minimum of 4 computer stations and a laser printer in each, totaling over 400 computer work stations school-wide. Technologies that enhance the management of student data include electronic mail, a school web server and several research-based computer assisted instructional programs. The school launched an electronic gradebook program in 2006 and will be rolling-out the Parent Gradebook Viewer this year.

The annual student attendance percentage for the 2006 – 07 school year was 95.68 percent, ranking sixth among Regional Center IV Elementary Schools. Recognizing the unique needs of these key student groups, the school provides two Academic Excellence Programs (AEP) components (art appreciation and hands-on science), a Curriculum Content in the Home Language (CCHL) program for ELL students, a prekindergarten program for eligible 4 year olds, an in-house language arts through gifted program, an Extended Foreign Language (EFL) Spanish Program and an after school care program which services over 140 students.

In 2007-08, the average class size in prekindergarten through grade 3 is 18, while the average class size in grades 4-5 is 21. The school is a member of the Coral Gables Senior High School feeder pattern with its students transitioning to Kinloch Park Middle School in grades 6-8.

In 2007, all No Child Left Behind (NCLB) subgroups met adequate yearly progress with the exception of ELL students in the area of Reading. As a result, the school participates in the Supplemental Educational Services (SES) program, with over 300 students participating in before and after school tutoring from state approved providers.

Since 2006, the school grade designation is "A," and was recently recognized by the Florida Department of Education as one of the top 100 schools in the State of Florida that has made the most year-to-year progress in learning gains.

School Foundation

Leadership:

The school leadership team consists of the principal, assistant principal, literacy coach, EESAC Chairperson and grade level chairpersons. The Spring 2007 Organizational Performance Improvement Snapshot Survey (OPIS) reflects that the strongest items in the area of Leadership were that teachers and staff agree that they know their work location's mission (1a) and that the principal shares information about the organization (1d). The weakest item in this category is that the work location asks what the respondents think. Based on the aforementioned results, it is evident that the administration and the EESAC have collaboratively set the direction for the school charting the course towards the vision and mission. The leadership team creates a positive working environment through collaborative decision-making, regular progress monitoring, the development of Professional Learning Communities and open lines of communication.

District Strategic Planning Alignment:

The OPIS reflects that the strongest item in the area of Strategic Planning was knowing how to tell if the organization is making progress on their work group's part of the plan (2c), whereas the weakest item dealt with as it plans for the future, the work location asked for the respondents' ideas (2a). The organization follows the tenants of the Continuous Improvement Model (CIM), setting reasonable goals and objectives, planning the implementation of best practices and strategies to achieve said goals, monitoring progress and analyzing data relevant to organizational goals and modifying and revising programs and initiatives as needed. School stakeholders are integrally involved in developing school improvement efforts and planning professional development activities that support and forward school site goals and objectives.

Stakeholder Engagement:

The OPIS reflects that the strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowing who the respondents' most important customers are (3a) and keeping in touch with customers (3b), whereas the weakest item dealt with allowing respondents to express their satisfaction or dissatisfaction with our work (3d). School Site Climate Surveys indicate a high degree of satisfaction among school stakeholders. The school is rated a "B" by staff and parents alike, while rated an A- by its students. Results indicate a resounding support of school efforts particularly in the areas of maintaining high academic standards, effective administrative personnel and the availability of textbooks, equipment and supplies needed for learning.

Faculty & Staff:

The OPIS reflects that the the strongest item in the area of Faculty and Staff/Human Resources was the belief that respondents have a safe workplace (5e), whereas the weakest items dealt with the beliefs that the supervisor and work location cares about respondents (5f) and that respondents are recognized for their work (5d). The organization seeks to establish a team approach to the overall function of the school, encouraging collegiality and collaboration among faculty and staff members. Henry M. Flagler Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES manual. All annual contract teachers are assigned a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by them and the administrative staff. PGT members have participated in a comprehensive Professional Assessment and Comprehensive Evaluation System (PACES) training program and hold master degrees in their respective subject areas. The school reading coach and other National Board Certified teachers comprise this group. Scheduling accommodations are made for mentoring so that they can assist annual teachers in (1) lesson planning (plans are submitted for review to an administrator the week before implementation to assure well-planned teaching and learning experiences); (2) successful teaching practices (via collegial classroom visitations); and (3) rendering support that focuses on the successful completion of teaching requirements. Additional assistance is provided by administration during informal and formal classroom visitations. Regular follow-up is scheduled subsequent to formal workshops as well as peer coaching and the modeling of lessons. Teachers are further supported and mentored by grade level chairpersons. All grade groups benefit from a common planning period designed to provide time to plan collaboratively and communicate more effectively.

Data/Information/Knowledge Management:

The OPIS reflects that the the strongest item in the area of Faculty and Staff/Human Resources was the belief that respondents have a safe workplace (5e), whereas the weakest items dealt with the beliefs that the supervisor and work location cares about respondents (5f) and that respondents are recognized for their work (5d). The organization seeks to establish a team approach to the overall function of the school, encouraging collegiality and collaboration among faculty and staff members. Henry M. Flagler Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES manual. All annual contract teachers are assigned a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by them and the administrative staff. PGT members have participated in a comprehensive Professional Assessment and Comprehensive Evaluation System (PACES) training program and hold master degrees in their respective subject areas. The school reading coach and other National Board Certified teachers comprise this group. Scheduling accommodations are made for mentoring so that they can assist annual teachers in (1) lesson planning (plans are submitted for review to an administrator the week before implementation to assure well-planned teaching and learning experiences); (2) successful teaching practices (via collegial classroom visitations); and (3) rendering support that focuses on the successful completion of teaching requirements. Additional assistance is provided by administration during informal and formal classroom visitations. Regular follow-up is scheduled subsequent to formal workshops as well as peer coaching and the modeling of lessons. Teachers are further supported and mentored by grade level chairpersons. All grade groups benefit from a common planning period designed to provide time to plan collaboratively and communicate more effectively.

Education Design:

The OPIS reflects that the strongest items in the area of Data/Information/Knowledge Management/Process Management were that respondents use these analyses for making decisions about their work (4c), that they know how to measure the quality of their work (4a), and that they know how to analyze the quality of their work to see if changes are needed (4b). The weakest items dealt with respondents ability to get information about how their work location is doing (4f) and their ability to get all the important information they need to do their work (4e). The organization prides itself on its knowledge and ability to utilize data to monitor the progress of its employees, students and school functions. Its staff regularly utilizes data collection for the purpose of evaluating program(s) effectiveness, student progress and employee needs. Data/Information/Knowledge is shared through the frequent use of technology such as email, Student Performance Indicators (SPI), on-line surveys utilizing Share Point software, the maintenance of a school website as well as through frequent and deliberate instructional leadership team meetings, faculty meetings and professional development.

Performance Results:

The OPIS reflects the our strongest item in the area of Performance/Business Results was the organization's that work products meet all requirements for high quality and excellence (7b), whereas the weakest item dealt with how well respondents' work location is doing financially (7c). Overall, the category which scored the lowest on the OPIS was Strategic Planning and the category with the highest overall ranking was Measurement, Analysis, and Knowledge Management.

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.) :

Miami-Dade County Public Schools

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
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Reading Statement

All students in grades 3-5 will read at grade level.

Needs Assessment

Scores of the 2007 FCAT Reading Test indicate that 28 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Under No Child Left Behind (NCLB), scores on the 2007 FCAT Reading Test indicate that 38 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that 25 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in reading. Scores on the 2007 FCAT Reading Test indicate that 27 percent of students in grades three through five scoring in the lowest 25 percent by grade level have not demonstrated acceptable levels of learning gains in reading. Scores on the 2007 FCAT Reading Test indicate that 44 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that 42 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that 36 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Reading Test indicate that third graders experienced difficulty with items measuring mastery in the area of reference/research (50%), comparisons and main idea/purpose (59%), fourth graders experienced difficulty with items measuring words/phrases and main idea/purpose (60%), while fifth graders experienced difficulty with items measuring words/phrases (56%) and main idea/purpose (57%). Scores on the 2007 FCAT Reading Test indicate that 75% in grades three through five demonstrated learning gains.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☑	☐	☐	☑	☑	☑

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 75% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Host Family Literacy Night to involve parents and motivate students to read.	Principal Literacy Coach	11/2007	11/2008	Other/ Not Applicable	250
Provide research-based professional development opportunities to staff, utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	PrincipalLiteracy Coach	08/2007	05/2008	Other/ Not Applicable	3000
Utilize Accelerated Reader to monitor the independent reading of students and their progress as evidenced by Quarterly STAR assessments.	Principal Assistant Principal Library Media Specialist	08/2007	04/2008	Other/ Not Applicable	500
Utilize the reading components of existing instructional technology applications such as Waterford (kindergarten), SuccessMaker (grade 2), and Reading Plus (grade 3).	PrincipalMicrosystems Technician	08/2007	05/2008	Other/ Not Applicable	0
Enroll low-performing students in an additional hour of reading instruction through an enrichment block designed to provide intensive remediation in targeted deficient reading areas in a small-group setting.	Principal Literacy Coach	08/2007	05/2008	Other/ Not Applicable	58127
Implement a before and after school reading tutoring program through Supplemental Educational Services (SES) that will emphasize remediation in the Sunshine State Standards.	Principal Literacy Coach	08/2007	05/2008	Other/ Not Applicable	0

Research-Based Programs

The research-based program used is the Houghton-Mifflin State-Adopted Reading Series. Supplemental resources to be utilized include: Waterford, SuccessMaker, Read180, Voyager Passport, Soar to Success, and Early Success.

The instructional materials include strategies and accommodations that meet the needs of all students, including ELL, SWD, advanced, and gifted students.

a. Core Reading Program

The Core Reading Program, Houghton Mifflin, provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.

b. Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CRRP collection, along with other leveled texts will be used to instruct these groups.

There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin a part of the CRRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time: QuickReads - is a program for 2nd through 4th graders that is specifically designed to improve students' fluency, and contains strong comprehension, vocabulary and background knowledge elements as well. The prescribed lesson format includes 3 readings of the same passage within an instructional period of approximately 15 minutes.

c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.

Early Success – is an intervention program designed for 1st and 2nd graders who are reading below grade level. The daily lessons are patterned after a 3 step model: rereading for fluency, reading a new book, and working with words and sentences.

Soar to Success – is an intervention for 3rd through 8th graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

Voyager Passport – is an intervention for kindergarten & 3rd graders who encounter reading difficulty and are performing below grade level. The goal of Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CRRP, the program can be delivered by a trained teacher, or paraprofessional.

d. Materials and programs, including educational software, is used to provide additional support in reading growth for all children. Educational software supplements the instruction of a highly qualified instructor. In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).

e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

We will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries.

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as reciprocal teaching, data-driven decision making utilizing the Student Performance Indicators (SPI), Guided Reading, the Comprehensive Research-Based Reading Plan (CRRP) and K-12 Companion, FCAT Question-Answer Relationships, FCAT Task Cards and in-services on computer assisted instruction. Other professional development opportunities for staff will include the Association for Supervision and Curriculum Development, the Harvard Graduate School of Education Principals' Leadership Program and district provided workshops throughout the school year.

The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher.

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

The principal will ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions.

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

The principal will provide professional development materials to support instruction. School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2007-08 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at http://destiny.dadeschools.net.

The principal will conduct weekly walk-through visits to monitor fidelity of the CRRP and Houghton-Mifflin components and will follow up with feedback. The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers. To ensure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

Performance evaluations (principal, coach, and teacher) will be tied to student achievement in reading, and how the IPDP and evaluations will be aligned.
a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.
Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.
b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created. If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

The coaches' role will be explained to the teachers at the school level. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.
A coach must be provided opportunities to assist teachers in the area of reading. Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).
Coaches will be given the opportunity to:
• Deepen their content knowledge
• Become aware of new professional development resources and materials
• Collaborate with mentor teachers and other coaches
• Objectively reflect on their own coaching work
• Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:
    1. Examination and discussion of scientifically-based research in reading;
    2. Delivery and scaffolding of instruction in the five major reading components;
    3. Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome

measures;
    4. Data analysis for planning instruction and effective use of time;
    5. Methods for providing differentiated instruction in the classroom;
    6 .Meeting the need of all students specific to individual school sites; and
    7. Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

• Reviewing sample lesson plans and adapting them for the classroom;
• Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
• Planning with a study group that focuses on implementing new practices;
• Analyzing student data;
• Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
• Analyzing student performance data to monitor student progress 35% of the time; and
• Planning in a cadre with other coaches 10% of the time.

Evaluation

This objective will be evaluated by the 2008 FCAT Reading Test scores. Formative assessments will include quarterly assessments using the District-developed Interim Assessments in Reading in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include teacher developed benchmark assessments utilizing FCAT Test Maker, DIBELS results, Accelerated Reader Teacher/School Reports and formal observation records utilizing the Professional Assessment and Comprehensive Evaluation System (PACES).

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

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
☑	☑	☑	☑	☐	☑

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.
☑	☑	☑	☐	☑

Mathematics Statement

All students in grades 3-5 will demonstrate proficiency in mathematics.

Needs Assessment

Scores on the 2007 FCAT Mathematics Test indicate that 28 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Under NCLB, scores on the 2007 FCAT Mathematics Test indicate that 34 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that 32 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in mathematics. Scores on the 2007 FCAT Mathematics Test indicate that 31 percent of students in grades three through five scoring in the lowest 25 percent by grade level have not demonstrated acceptable levels of learning gains in mathematics. Scores on the 2007 FCAT Mathematics Test indicate that 28 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that 37 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that 49 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2007 FCAT Mathematics Test indicate that third graders experienced difficulty with items measuring mastery in the area of Algebraic Thinking (50%), Geometry and Data Analysis (57%), fourth graders experienced difficulty with items measuring Number Sense (55%), Algebraic Thinking and Data Analysis (57%), while fifth graders experienced difficulty with items measuring mastery in the area of Algebraic Thinking (45%), Measurement (45%), and Number Sense (46%). An increase in the percentage of students scoring at level 5 was noted in grades three through five.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☑	☐	☐	☑	☑	☑

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 74% scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an after school Math Club in order to challenge students in grades 1-5 in mathematics.	Principal Assistant Principal 5th Grade Math Teacher	09/2007	04/2008	Other/ Not Applicable	1000
Utilize instructional technology applications such as FCAT Mechanics, Riverdeep, and FCAT Explorer to monitor student progress for students in grades 3-5 enrolled in enrichment homerooms.	Principal Resource Teacher	08/2007	05/2008	Other/ Not Applicable	0
Provide research-based professional development opportunities to staff utilize current resources, mentoring, modeling of lessons and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Principal Assistant Principal	08/2007	05/2008	Other/ Not Applicable	3000
Enroll students in the lowest 25 percentile in the Lunch Buddy tutoring program focusing on benchmark specific interventions based on data from interim assessments.	Principal Resource Teacher	09/2007	05/2008	Other/ Not Applicable	32400
Implement a before and after school mathematics tutoring program that will emphasize remediation in the Sunshine State Standards for students scoring at Achievement Levels 1 and 2 on the 2007 FCAT Mathematics Test.	PrincipalAssistant Principal	09/2007	05/2008	Other/ Not Applicable	0
Implement a Tutoring Academy for English Language Learners (ELL) in mathematics before school.	Principal Assistant Principal	09/2007	05/2008	Other/ Not Applicable	0

Research-Based Programs

The research-based program used is the Scott Foresman State-Adopted Series. Additional instructional technology resources to be used are Riverdeep and FCAT Mechanics.   Supplemental materials utilized include FCAT Coach, Blast Off and Mascot Math.

Professional Development

Staff will receive professional development in programs and strategies such as curriculum mapping and utilizing computer assisted instruction through software applications such as Riverdeep, FCAT Explorer, Edusoft and websites that support the teaching of mathematics. Additional inservices will include those sponsored by the District.

Evaluation

This objective will be evaluated by 2008 FCAT Mathematics Test scores. Formative assessments will be conducted using the District-developed Interim Assessments in Mathematics in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include FCAT Test Maker, FCAT Explorer as well as formal observation records utilizing PACES.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

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
✔	✔	✔	✔	☐	☐

Miami-Dade County Public Schools

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✔	✔	☐	☐	✔

Writing Statement

Improve the Narrative and Expository Writing skills of all students.

Needs Assessment

Scores of the 2007 FCAT Writing+ Test indicate that 14 percent of standard curriculum students in grade four have scored below 3.5. Scores of the 2007 FCAT Narrative Writing Test indicate that 25 percent of all students in grade four have scored below 3.5. Scores of the 2007 FCAT Expository Writing Test indicate that 28 percent of all students in grade four have scored below 3.5. Writing+ scores indicate an increase in the mean scale score from 282 in 2006 to 293 in 2007.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	✔	☐	☐	✔	✔	✔

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Introduce students to self-editing rubrics so that they can assess and monitor their narrative and expository writing skills and that of their peers.	Principal Assistant Principal Grade Level Chairpersons (3-5)	09/2007	05/2008	Other/ Not Applicable	0
Develop the vocabulary of students through the deliberate delivery and incorporation of the Word of the Day, Transitional Words, and Vivid Verbs across the subject areas.	Principal Assistant Principal Literacy Coach Grade Level Chairpersons	08/2007	05/2008	Other/ Not Applicable	0
Provide teachers with professional development opportunities in effective writing practices.	Principal Assistant Principal Literacy Coach	08/2007	02/2008	Other/ Not Applicable	1500
Coordinate a schoolwide Writing Plan following the District's Keys to Effective Writing in Grades 3-5 program.	Principal Assistant Principal Literacy Coach	08/2007	05/2008	Other/ Not Applicable	400
Monitor adequate progress in writing by administering the district-developed FCAT Writing pre- and post-tests and modifying instruction as needed.	PrincipalAssistant PrincipalLiteracy Coach	08/2007	04/2008	Other/ Not Applicable	100
Model writing lessons and provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.	Principal Assistant Principal Literacy Coach	08/2007	04/2008	Other/ Not Applicable	0
Implement interventions for English Language Learners (ELL) in order to enhance their writing skills during before school, after school, and saturday tutoring and enrichment sessions.	PrincipalAssistant PrincipalESOL Chairperson	08/2007	05/2008	Other/ Not Applicable	0

Research-Based Programs

Research-based programs to be utilized include the Houghton Mifflin Reading Series Writing Component.

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as writing across the curriculum as well as through the modeling of lessons by the literacy coach. The Reading Coach will also provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom. Teachers will also participate in the Melissa Forney Racing Around Florida Seminar as well as Write Traits training.

Evaluation

This objective will be evaluated by 2008 FCAT Writing+ Test scores. Formative assessments will be accomplished by administering the Houghton Mifflin Theme Skills Test Blackline Masters and Assessments, as well as by administering the District Writing pre- and post-tests and by modifying instruction as needed. Additional monitoring will occur through the delivery of assessments embedded in the school-developed curriculum maps in order to determine student progress in both expository and narrative writing as well as formal observation records utilizing PACES.

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
✔	✔	✔	✔	☐	✔

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✔	✔	✔	☐	✔

Science Statement

All students in grade 5 will demonstrate proficiency in science.

Needs Assessment

Scores of the 2007 FCAT Science Test indicate that 33 percent of standard curriculum students in grade five have scored below FCAT Achievement Level 3. Scores of the 2007 FCAT Science Test indicate that students in grade five met or surpassed all four clusters when compared to the District and the State. Scores of the 2007 FCAT Science Test indicate that students in grade five performed lowest in the areas of Earth and Space (53%).

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by 77% of students scoring at FCAT Achievement Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide research-based professional development opportunities to teachers utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional strategies designed to support the implementation of the Sunshine State Standards (SSS) and the integration of mathematics and science benchmarks.	Principal Assistant Principal	10/2007	04/2008	Other/ Not Applicable	300
Expose students in grades 3 through 5 to the scientific method and science process skills through their participation in the annual science fair.	PrincipalAssistant PrincipalScience Teachers	02/2008	05/2008	Other/ Not Applicable	200
Provide a dedicated space for a science laboratory, in which 3rd through 5th grade students will participate in weekly hands-on/inquiry investigations and experiments. Other resources may be used in the classroom for science inquiry (i.e. FOSS kits, science manipulatives).	Principal Assistant Principal Science Teachers	08/2007	05/2008	Other/ Not Applicable	7677.23
Conduct a Science Family Night to provide parents with strategies that can be used at home to increase student achievement.	Principal Assistant Principal Grades 4-5 Science Teachers	04/2008	05/2008	Other/ Not Applicable	250
Implement a Tutoring Academy for English Language Learners (ELL) in science after school.	PrincipalAssistant Principal	10/2007	04/2008	Other/ Not Applicable	0

Research-Based Programs

The research-based program used at our school is the State adopted series of Scott Foresman. Supplemental materials such as the MacMillan McGraw-Hill FCAT Practice Tests and Intervention Activities are also utilized.

Professional Development

Staff will receive professional development in Effective Implementation of Inquiry-based Science Strategies in the Classroom and Elementary Earth Science Classroom: Hands-On Activities through the Division of Math and Science.

Evaluation

This objective will be evaluated by 2008 FCAT Science Test scores. Formative assessments will be conducted using the District-developed Interim Assessments in Science in order to monitor and assess student progress and to modify instruction as needed. Special focus will be given to progress monitoring in the areas of earth and space and scientific thinking through formal observation records utilizing PACES.

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
✔	✔	✔	✔	☐	✔

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✔	✔	✔	☐	☐

Parental Involvement Statement

Increase Parental Involvement in school related activities.

Needs Assessment

Results from the 2006-07 School Climate Survey indicate that only 21.9 percent of parents surveyed attended four or more school activities/events held during the 2006-07 school year.
Results from the 2006-07 School Climate Survey indicate that 14.6 percent of parents surveyed attended none of the school activities/events held during the 2006-07 school year. Only 66.5 percent of the parents who received a 2006-07 School Climate Survey returned their completed form. Results from the 2006-07 School Climate Survey indicate that 61 percent of staff agreed that their ability to do the best possible job at this school is limited by the lack of concern/support from parents. Parental involvement did demonstrate gains through the enrollment of 541 parents in Parent Academy courses during the 2006-07 school year.

Measurable Objective

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2007-2008 school year as compared to the 2006-2007 school year as documented in parent sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Progress Monitoring Plans (PMP) conferences with the parents of students who have not met State standards on the FCAT or who are performing below grade level.	Principal Assistant PrincipalTeachers	10/2007	05/2008	Other/ Not Applicable	0
Invite parents to quarterly award assemblies and special events via letters, flyers, phone calls, and home visits.	Principal Assistant Principal Community Involvement Specialist	10/2007	05/2008	Other/ Not Applicable	3000
Create a Parent Resource Room where parents can access school information, request assistance, and utilize an Internet-accessible computer workstation.	Principal Assistant Principal Community Involvement Specialist	08/2007	05/2008	Other/ Not Applicable	5000
Conduct a parent survey to establish their needs.	Principal Assistant Principal Classroom Teachers	09/2007	10/2007	Other/ Not Applicable	0
Continue the Eat Lunch With Your Child Program.	Principal Assistant Principal	10/2007	05/2008	Other/ Not Applicable	0
Conduct a Parent Resource Fair to inform parents of programs available at the school.	Principal Assistant Principal Classroom Teachers	8/23/2007	9/5/2007	Other/ Not Applicable	0
Provide workshops for parents in their home language targeting areas of interest indicated on survey.	Principal Assistant Principal Community Involvement Specialist	9/6/2007	5/6/2008	Other/ Not Applicable	0

Research-Based Programs

The National Parent Teacher Association and the National Network of Partnership Schools: Center on School, Family, and Community Partnerships.

Professional Development

Training will be provided in the following areas: Reading is Fundamental, Science Fair, Family Literacy Night, FCAT Prep Workshops.

Evaluation

This objective will be evaluated by the number of parents/guardians who sign Parental Involvement Rosters at targeted parent workshops and activities such as Family Literacy Night, parent orientation meetings, and Open House. Sign-in sheets in the Parent Resource Room will also be utilized to evaluate this objective.

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
☐	☑	☑	☑	☐	☑

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☑	☑	☑	☑	☐

Discipline & Safety Statement

Maintain and Promote a Safe Learning Environment.

Needs Assessment

Results from the 2006-2007 School Climate Survey indicates that 89% of parents surveyed agreed with the item which stated "my child's school is safe and secure." This represents a marked increase of +27% in this data element when compared to results from the 2005-2006 School Climate Survey. However, 11% of parents still disagree with the statement "my child's school is safe and secure".

Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, adjustments will be made to continue to ensure the safety of all students as evidenced by an increase of 5 percentage points in the percent of parents agreeing that the school is safe and secure on the 2007-08 administration of the School Climate Survey when compared to 2006-07 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite School Police during lockdown and fire drills in order to provide feedback and suggestions for improving procedures at our school.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop and implement a school-wide discipline plan aligned with the Code of Student Conduct.	Principal Assistant Principal Counselor Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a Peer Mediation Program.	Principal Counselor	9/2007	5/2008	Other/ Not Applicable	0
Conduct classroom lessons on character education.	Principal Counselor	9/2007	4/2008	Other/ Not Applicable	0
Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems.	Principal Counselor	08/2007	05/2008	Other/ Not Applicable	0
Implement the S.A.V.E. Program designed to make students aware of alternative methods of dealing with violence.	Principal Counselor	9/2007	5/2008	Other/ Not Applicable	0

Research-Based Programs

Students Against Violence Everywhere (S.A.V.E.) and Proudly Infusing Non-violence (PIN).

Professional Development

Staff will participate in the development of the new school-wide discipline plan and receive training for successful implementation. Staff will also participate in other professional development opportunities in programs and strategies designed to support safety issues through Regional Center IV and District developed inservices by the Safe School Facilitator.

Evaluation

The objective will be evaluated by the percent of parents who agree that the school is safe and secure on the 2007-08 administration of the School Climate Survey.

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
✔	✔	✔	✔	✔	✔

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☐	✔	✔	✔	✔

Technology Statement

Provide teachers with the resources necessary to enable the use of instructional technology in the classroom.

Needs Assessment

Results from the 2005 STaR School Profile indicate that Flagler teachers are at the 1.8 (intermediate) stage of use of technology.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Measurable Objective

Given the need to increase the use of technology in our school, students will complete a total of 30,000 FCAT Explorer problems by May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish an additional computer laboratory in order to support student achievement as well as teacher training.	PrincipalComputer Specialist	08/2007	05/2008	Other/ Not Applicable	28035.48
Develop a comprehensive professional development plan which supports the use of instructional technologies.	Principal	08/2007	05/2008	Other/ Not Applicable	0
Procure hardware and software to enhance computer assisted instruction.	Principal Computer Specialist	08/2007	05/2008	Other/ Not Applicable	10000
Maintain an updated school website offering an array of resources for parents, students, staff, and community.	Principal School Secretary	08/2007	05/2008	Other/ Not Applicable	0
Launch the roll-out of the Pinnacle Gradebook Parent Internet Viewer application.	PrincipalAssistant PrincipalComputer Specialist	9/5/2007	06/2008	Other/ Not Applicable	0
Purchase Promethean Activ Boards in selected classrooms.	PrincipalTeachersComputer Specialist	8/13/2007	9/28/2007	Other/ Not Applicable	6270
Promote and provide access to students in grades three through five to FCAT Explorer.	Principal Assistant Principal	9/2007	5/2008	Other/ Not Applicable	

Research-Based Programs

Read180, Waterford, Atomic Learning, and SuccessMaker.

Professional Development

Staff will receive professional development in computer assisted instruction such as Waterford, Accelerated Reader, FCAT Achiever, Riverdeep, FCAT Explorer, and SuccessMaker. Other inservices will include the Excelsior Gradebook, Electronic mail, Microsoft Office, and Student Performance Indicators designed to support the delivery of the curriculum and positively impact student achievement.

Evaluation

This objective will be evaluated by an increase in the use of technology by teachers as evidenced by results of the Florida Innovates Technology Survey.

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
☑	☑	☑	☑	☐	☑

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☑	☑	☑	☐	☑

Health & Physical Fitness Statement

Provide students with the opportunity to attain their optimal level of fitness while participating in a continuous, carefully planned, program of developmentally age-appropriate physical activities.

Needs Assessment

According to the 2006-2007 FITNESSGRAM assessment data, 80 percent of students met the minimum health-related standards. To properly assess both student fitness performance and programmatic success, a pre and post-test will be administered to determine student base-line measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given instruction on physical fitness, students in grades four and five will achieve an annual increase of 3 percent in award recipients as measured by the FITNESSGRAM when compared to participation rates in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that an all students participate in a minumum of 30 minutes of physical education daily.	Principal/Assistant Principal/Physical Education Teachers	08/2007	06/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal Assistant Principal Physical Education Teachers	08/2007	06/2008	Other/ Not Applicable	0
Participate in the Healthy Schools Program designed by the Alliance for a Healthier Generation.	Principal/Assistant Principal/Physical Education Teachers	8/20/2007	06/2008	Other/ Not Applicable	0
Develop an action plan to meet the goals and objectives of the FITNESSGRAM.	Principal/Assistant Principal/Physical Education Teachers	10/2007	11/2007	Other/ Not Applicable	0
Administer a pre and post-test to determine baseline measures and student achievement.	Principal/Assistant Principal/Physical Education Teachers	11/2007	03/2008	Other/ Not Applicable	0

Research-Based Programs

Not applicable

Professional Development

Physical education teachers will receive professional development in programs designed to support the delivery of the curriculum and positively impact student achievement.

Evaluation

Administer the FITNESSGRAM health-related fitness test and compare results to pre-test to determine student achievement.

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
✔	✔	✔	✔	☐	☐

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✔	✔	☐	✔	☐

Electives & Special Areas Statement

Provide students with opportunities to participate in extracurricular activities that enhance their school experience.

Needs Assessment

School records indicate that 120 students participated in extracurricular activites in the 2006-2007 school year, mainly through the Academic Excellence Program (AEP).

Measurable Objective

Henry M. Flagler Elementary will enhance the educational experiences of students by increasing the number of pupils enrolled in extracurricular activities as evidenced by student attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Charter a local chapter of the Florida Future Educators of America.	Principal FFEA Sponsor	09/2007	05/2008	Other/ Not Applicable	0
Continue to offer after school Art Appreciation and Hands-On Science through the Academic Excellence Program (AEP).	PrincipalAssistant PrincipalScience TeacherrArt Instructor	09/2007	05/2008	Other/ Not Applicable	4500
Enhance the after school sports program by introducing sports, cheerleading and other activities.	Principal Assistant Principal Physical Education Instructor Cheerleading Sponsor	10/2007	05/2008	Other/ Not Applicable	4000
Implement a Math Club after school for advanced math students.	Principal 5th Grade Math Teacher	9/2007	4/2008	Other/ Not Applicable	1000
Implement an after school Music Club for advanced music students in grades 3-5.	Principal Music Teacher	9/2007	4/2008	Other/ Not Applicable	1000
Initiate an after school Geography Club for students in grades 3-5.	Principal Geography Club Sponsor	11/2007	03/2008	Other/ Not Applicable	1000

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated using school records indicating student participation in all extracurricular activies, including, but not limited to the Academic Excellence Program for 2007-2008 school year.

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
✔	✔	✔	✔	☐	✔

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✔	✔	✔	✔	✔

Return On Investment Statement

Henry M. Flagler Elementary School will rank at or above the 41st 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 2004-2005, Henry M. Flagler Elementary School ranked at the 36th percentile on the State of Florida ROI index.

Measurable Objective

Henry M. Flagler Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2004-2005 to the 37st 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	08/2007	05/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal	08/2007	05/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Community Involvement Specialist EESAC Chairperson	08/2007	05/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering, with community agencies.	Principal After School Care Manager	08/2007	05/2008	Other/ Not Applicable	0
Participate in the Council for Educational Change's Executive Pass Program.	Principal	9/2007	5/2008	Other/ Not Applicable	0

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida ROI index publication, Henry M. Flagler Elementary School will show progress toward reaching the 41st percentile.

EESAC Compliance

YES	NO	
☑	☐	*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.*

Budget:

EESAC provides the necessary funds to implement a variety of motivated programs and incentives for students throughout the school year.

Training:

EESAC provides support for professional development opportunities such as monthly in-services, district and state conferences and training to promote the continuous growth of our highly qualified teachers and subsequently promote positive student achievement.

Instructional Materials:

EESAC provides support in the purchase of instructional materials needed for student intervention and remediation.

Technology:

EESAC supports the implementation of instructional technologies through teacher and student training and support in the maintenance of instructional and organizational software.

Staffing:

EESAC supports the development of committees designed to recruit and select highly qualified personnel.

Student Support Services:

EESAC supports the development and implementation of programs designed to support extra curricular activities such as after school services, tutoring, and a variety of clubs that promote and enhance the arts.

Other Matters of Resource Allocation:

EESAC helps to provide support by way of local vendors and Dade Partners.

Benchmarking:

EESAC is committed to monitoring student progress relative to these objectives on an on-going basis, providing recommendations, and communicating findings to all school stakeholders.

School Safety & Discipline:

A committee was formed for the purpose of developing a school wide Safety and Discipline Plan which is aligned with promoting a safe learning environment and the M-DCPS Student Code of Conduct. This plan was presented to staff members at the start of the school year.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	61877
Mathematics	36400
Writing	2000
Science	8427.23
Parental Involvement	8000
Discipline & Safety	0
Technology	44305.48
Health & Physical Fitness	0
Electives & Special Areas	11500
Return On Investment	0
Total	172509.71

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