SCHOOL IMPROVEMENT PLAN
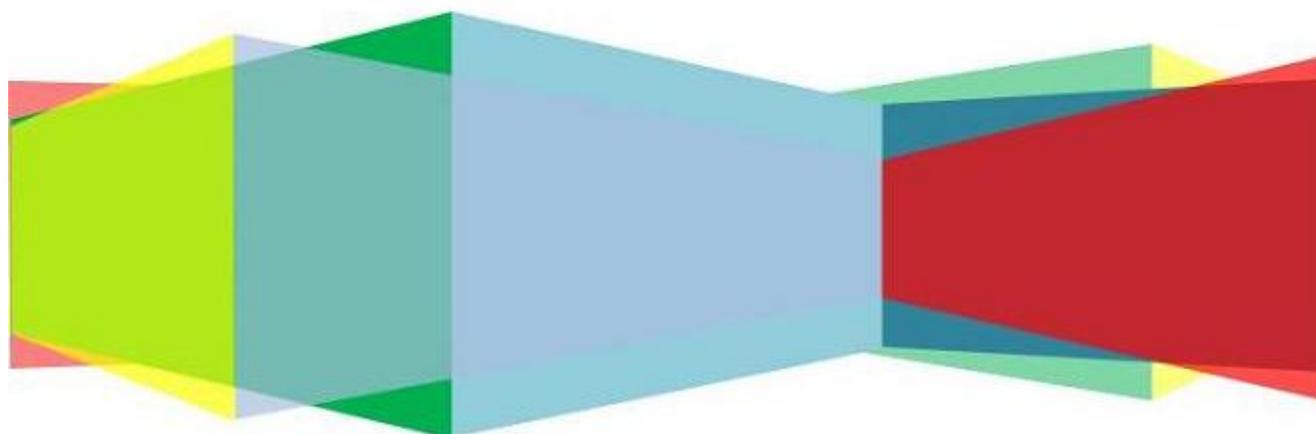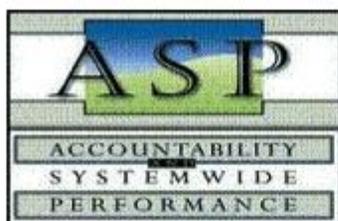## 2007 - 2008

Florida City Elementary School (2001)

Feeder Pattern - Homestead Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Gloria Arazoza

Superintendent - Rudolph F. Crew, Ed.D.

EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Florida City Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Florida City Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Florida City Elementary School.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners Students (ELL) in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the Lowest 25% of students in grades three through five will demonstrate learning gains in Reading.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 67 percent scoring at or above Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 62 percent demonstrating mastery on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent demonstrating mastery on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 56 percent demonstrating mastery on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the Lowest 25% of students in grades three through five will demonstrate learning gains in Mathematics.

Given instruction using the Sunshine State Standards, all grade four students will improve their writing skills as evidenced by an increase of one percent of students scoring a 3.5 or higher and increase scores on multiple choice clusters by at least five percentage points on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 50 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points of parents attending school related school-sponsored events during the 2006-2007 school year as compared to the 2005-2006 school year as per National PTA standards number III, Student learning - Parents play an integral role in assisting student learning and number IV, Volunteering - Parents are welcome in the school, and their support and assistance are sought.

Given a school-wide emphasis on creating a safe and disciplined environment, student behavior will improve as evidenced by at least a 10 percent or 3 student decrease in the number of student suspensions as evident by Case Management Forms during the 2007-2008 school year as compared to 2006-2007.

Given an emphasis on the use of educational technology, all students in grades three through five will participate in a lab based computer education program as evidenced by computer lab schedules and lesson plans.

Based on the recommendations of the Florida Department of Education, students will maintain or increase their fitness as evidenced by at least 95 percent of students passing the 2007-2008 FITNESSGRAM as compared to the 2006-2007 school year.

Given the importance of identifying students from economically disadvantaged backgrounds to participate in the Gifted Program, the number of students identified as Gifted at Florida City Elementary will increase by 5 percent to 60.

Florida City Elementary School will improve its ranking on the State of Florida ROI index publication from the 5th percentile in 2004-2005 to the 25th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Survey indicate the staff of Florida City Elementary School rated the school at a high level in most categories identified. Two opportunities for improvement that have been identified are knowledge of financial status of the organization and recognizing employees for their work. Both of these areas will be targeted by the administration for improvement. The administration will keep the staff informed of the financial situation of the school through reviews of the budget during EESAC meetings, faculty meetings and grade level meetings. As in all areas, the need to be valued is important to a job well done. The administration will strive to acknowledge the accomplishments and dedication of all staff members to their jobs. This will occur during faculty meetings, in weekly bulletins and monthly newsletters published for the school.

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.

2001 - FLORIDA CITY ELEMENTARY SCHOOL

VISION

The vision of the Florida City Elementary School community is that our students become literate, skilled, lifelong learners and contributing members of today's highly complex society. We seek to empower our students by instilling a sense of ownership, a belief in themselves, and a work ethic that will support their academic needs.

MISSION

The mission of Florida City Elementary School is to provide students with high quality research-based instruction in all subject areas, with a primary focus on literacy. We will work collaboratively with staff, students, parents, and community members to ensure that all students succeed.

CORE VALUES

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

Integrity
We build positive relationships through honesty, respect and compassion in order to address 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.

School Demograhics

Florida City Elementary School is a Title I, Reading First, SINI 5 school with a grade of "C". It is also one of Superintendent Rudy Crew's School Improvement Zone schools. It is the only school in Florida City. It serves Grades PK -5 and houses 801 students.
•The community surrounding Florida City Elementary consists primarily of low-income residences with a small business center. Recent new residential and business construction is beginning to add to the population and to the tax base of the community.
•Student population mirrors the community: 52% African American (Non-Hispanic); 43% Hispanic; 4% White; 1 % Other
•Ninety-five percent (95%) of the students are eligible for free or reduced lunch; 85% are Standard Curriculum students; 15% are SWD students; 26% are ELL students; 7% are Migrant.
•The mobility rate is 48% and includes 120 students new to the District, 181 student transfers in and 120 student transfers out.
•The average daily student attendance rate was 94%.
•Teacher/student ration is 16/1.
•Most classes in grades Kindergarten through five will be departmentalized in order to allow teachers to teach to their strengths as they develop capacity in their subject areas. An inclusion model for Special Education Students will be followed.
•Staff includes: 2 Administrators, 34 certified classroom teachers, 8 Exceptional Student teachers, 10 Special Area teachers, 1 Guidance Counselor, 1 Social Worker, 1 Speech Therapist, 1 Media Specialist, 1 Community Involvement Specialist, 1 Reading First Reading Coach, 1 Title I Reading Coach, 1 Math/Science Facilitator, 1 Technology facilitator, 1 Behavior facilitator, 1 hourly teacher, 9 full-time paraprofessionals, and 1 part-time media paraprofessional.
•Staff credentials include: 2 National Board Certified Teachers, 65% of teachers hold Bachelor's degrees, 32% hold Master's degrees, and 3% hold Specialist's degrees. All instructional staff is certified and Highly Qualified.
•There are 5 beginning teachers.
•Staff ethnicity includes: 43% Black, non-Hispanic, 31% Hispanic, 26% White, and 1% Other.
•Florida City Elementary school feeds into Homestead Middle School and Campbell Drive Middle School and then into Homestead Senior High School.
•Special programs include: Two standard curriculum Pre-Kindergarten classes and one Exceptional Education Pre-Kindergarten class; Exceptional Student Education (Varying Exceptionalities) grades K-5; Severely Emotionally Disturbed/Emotionally Handicapped (K-5); English Speakers of Other Languages (ESOL); Curriculum Content in the Home Language (CCHL); Teaching Enrichment Activities to Minorities (TEAM) (2-5); Academic Excellence Program (AEP); Gifted Education (K-5); Staffed computer lab; Parent Center; Adult education for English Language Learners parents.
•As part of the School Improvement Zone all students have an extended school day and school year. One hour of additional reading intervention, support, or enrichment is provided to all students.
•Florida City Elementary School students and parents are faced with many of the common social and emotional problems associated with societal issues of poverty. A great deal of effort, time, and energy is devoted daily to ensuring all students are learning in a safe and nurturing environment. Many students are in need of extra support to master academic skills and behavioral norms in order for them to realize their full potential.
•2007 Accountability data reveals inconsistencies in learning trends. While learning gains in reading increased by 10 percentage points, the percentage of students meeting high standards in reading declined by 10 percentage points. Learning gains in math decreased slightly (2 percentage points) as did the percentage of students meeting high standards in math (1 percentage point). Students meeting high standards in Writing increased by 9 percentage points. The percent of the Lowest 25% making learning gains in reading decreased slightly (2 percentage points) while the percent of the Lowest 25% making learning gains in math was 78% (first year measuring this category). Twenty-five percent of fifth graders met high standards in Science.
•2007 FCAT percent of students scoring in Level 1 for Reading (all accountability groups): Gr. 3 – 43%, Gr. 4 – 34%, Gr. 5 – 31%
•2007 FCAT percent of students scoring in Level 1 for Math (all accountability groups): Gr. 3 – 14%, Gr. 4 – 22%, Gr. 5 – 20%
•Adequate Yearly Progress in Mathematics was met by Hispanic and English Language Learners. Additionally, 95% of students were tested.
•A refocusing of the reading intervention programs is needed as well as continued professional development of teachers in meeting the needs of varied learners.
•Florida City Elementary has an established Learning Community of teachers who are taking part in collegial studies in order to address the unique needs of our students. The Learning Community will expand to include all teachers in the upcoming school year.

School Foundation

Leadership:

The administrative team of Florida City Elementary has maintained a positive direction by ensuring that student achievement, student involvement, teacher performance, teacher involvement, quality administrative leadership, and parental and community involvement are of the utmost importance. The mission statement is visible in all classrooms, and a safe and secure work environment is provided for all stakeholders at Florida City Elementary. Results of the Spring 2007 Organizational Performance Improvement Snapshot (OPIS) support these premises.

With seventy-eight percent of the Florida City Elementary School staff completing the Spring 2007 OPIS, 80 percent of responses were in Agreement (4.0 and above) with statements in all seven categories.

The average score for the Leadership category was 4.1 out of 5. Staff members responded in agreement (4.0 and above) to the following items: knowledge of their work location's mission, their supervisor shares information about their work location, their supervisor creates a helpful work environment, their supervisor uses their work location's values to guide them, their supervisor encourages learning that will help them advance their career. The following item was scored at 3.7: My work location asks me what I think.

District Strategic Planning Alignment:

All stakeholders, administrators, parents, teachers, students, and community members are involved in all aspects of goal development, implementation, and decision making within the school. Information and opportunities for discussion and reflection are made available in grade-level planning meetings, Leadership Team meetings, Professional Development Team meetings, faculty meetings, PTA meetings, and EESAC meetings. All stakeholders at Florida City Elementary are encouraged to become involved at a variety of levels.

The average score for the Strategic Planning category on the Spring 2007 OPIS report was 3.9 out of 5. Respondents agree that they can gauge the progress towards the group's plan and that they understand their part in the plan. However, an item score of 3.7 in regards to respondents being asked for their ideas in future planning indicate that this may be an area to target in the 2007-2008 school year.

Stakeholder Engagement:

The administration, leadership team, faculty, and school staff are diligent in creating customer satisfaction at Florida City Elementary. A strong school alliance, a dedicated staff, and a structured, data driven curriculum are critical to the school's vision to deliver an educational program that will ensure the development of the total child. The leadership team, faculty, staff, parents, and community leaders will participate in weekly, biweekly or monthly meetings to become more involved and informed.

The average score for the Customer and Market Focus category on the Spring 2007 OPIS report was 4.2 out of 5. Respondents agree that they know their most important customers, they keep in touch with them, their customers tell them what they need and want, they are allowed to make decisions and problem solve for their customers, and they ask their customers opinions on their work.

Faculty & Staff:

Faculty and staff members at Florida City Elementary are supported and recognized for working diligently with students and maintaining high levels of expectations. Teachers and faculty members are provided with a variety of professional development opportunities at the school, region, district, and state levels to enhance student achievement. All teachers are provided with the support they need with a focus being placed on those new to the teaching profession or new to the school. Florida City Elementary's Teacher Mentoring Program follows the procedures and policies of the District's PACES manual. At the beginning of the school year, new teachers are scheduled to participate in both district and site-sponsored orientations in order to familiarize them with the Miami-Dade County's policies and procedures and to facilitate their success in their new environments. The administrators assign each annual contract teacher with a Professional Growth Team. The team is responsible for assisting the teacher in writing and reviewing lesson plans, discussing successful teaching practices, and offering support that focuses on the successful completion of teaching requirements. The Professional Growth Team maintains an activity log to document the annual contract teacher's growth, while also allowing for the necessary feedback to ensure success. Grade level common planning time encourages teachers to share knowledge and best practices in a learning community setting. Examples of good teaching strategies are highlighted via the Curriculum Bulletin as well as through Administration and Coach recognition.

The average score for the Human Resources Focus category on the Spring 2007 OPIS report was 4.0 out of 5. Respondents agree that they are encouraged to develop their job skills, they are allowed to make decisions and problem solve, they are cared about, and that they can make changes that will improve their work. Two items regarding teamwork and cooperation as well as recognition for work, scored 3.9, slightly below agreement.

Data/Information/Knowledge Management:

Data is disaggregated and analyzed to increase knowledge and information concerning the student's academic needs. Student assessments guide instructional decisions as per the Continuous Improvement Model. The school climate survey data is utilized to improve the overall school environment. The use of data allows us to examine and continue our strengths while addressing our individual weaknesses.

Florida City Elementary will continue to implement the research-based performance driven Eight-Step Continuous Improvement Model that encompasses the following:
•Data disaggregation and analysis: A detailed analysis of the 2007 Accountability and Adequate Yearly Progress data led by the Principal will take place during the mandated School Improvement Zone Professional Development Day prior to the start of the 2007-2008 school year in order to identify and target learning objectives. Trends identifying instructional subgroups and weak and strong objective areas will be shared. Teachers will receive additional and enhanced training in data disaggregation through out the school year.
•Grade level/subject area teams will meet to further disaggregate data and finalized an instructional focus calendar for their subject area. Teams will also use curriculum maps to edit, review, validate, and develop curriculum and assessment. The instructional focus calendar will be followed including the administration of Assessments.
•District interim assessment, monthly assessment and/or benchmark mini assessment data will be analyzed by teachers, grade level chairs, curriculum coaches, and administrators to determine need for re-teaching, remediation, or enrichment. Intervention will be provided to students not meeting academic standards from the start of the school year.
•Informal/formal assessments including Diagnostic tests will be given during the first month of the school year. Grade level/subject area teams will meet to discuss results and to develop a plan of action.
•Bi-weekly grade/subject area meetings will take place to discuss student progress towards academic goals. Additional progress monitoring of students will take place. Instructional modifications will be designed and implemented by teachers and supported by curriculum coaches.
•Teachers will conduct "chats" with their students to keep them informed of their academic progress towards meeting the Sunshine State Standards.
•On-going professional development for data analysis and differentiated instruction will be presented by curriculum coaches.
•The monitoring process will occur through informal classroom visitations, ongoing team meetings, interactions with curriculum coaches, and administrative evaluations.

Furthermore, Florida City Elementary School falls under the auspices of the Superintendent's School Improvement Zone and, follows the mandated curriculum and intervention programs.

The average score for the Measurement, Analysis, and Knowledge Management category on the Spring 2007 OPIS report was 4.3 out of 5, the highest scoring category. Respondents agree that they know how to measure the quality of their work, they know how to analyze effectiveness of their work and adjust as needed, they use analysis to make decisions, they see how their data fits into the measures of school-wide improvement, they feel they get the important information they need to do their work and to know how their work location is doing.

Education Design:

Data is disaggregated and analyzed to increase knowledge and information concerning the student's academic needs as well as the teachers' professional development needs. Student assessments guide instructional decisions as per the Continuous Improvement Model. The school climate survey data is utilized to improve the overall school environment. The use of data allows us to examine and continue to build our strengths while addressing our individual weaknesses.

The average score for the Process Management category on the Spring 2007 OPIS report was 4.0 out of 5. Respondents agree that they collect data about the quality of their work, the school has good processes for doing their work, and they have control over their work processes. The item stating that they can get the resources they need to do their job scored a 3.9.

Performance Results:

The average score for the Business Results category on the Spring 2007 OPIS report was 4.1 out of 5. Respondents agreed with five out of the seven items including being satisfied with their job, their work meeting high quality and excellence requirements, their school obeying laws and regulations, their school possessing high standards and ethics, and their work location helping them help their community. The item concerning the work location removing barriers to progress scored a 3.7 and the item concerning the financial information of the school scored 3.2, the lowest score on the survey.

The Spring 2007 OPIS report indicates that the stakeholders are generally satisfied with the overall performance of the school in all seven categories. Two opportunities for improvement that have been identified are knowledge of financial status of the organization and the work location removing barriers to progress. Both of these areas will be targeted by the administration for improvement. The administrators will keep the staff informed of the financial status of the school through reviews of the budget during EESAC meetings, faculty meetings and grade level meetings. The administration will strive to identify the barriers to progress that the respondents are identifying with. Once these barriers are identified, efforts will be made to understand and assist staff members with overcoming them. Also, the administration is in the process of conducting a book study with the staff using Ruby Payne's well-known text, A Framework for Understanding Poverty.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibilities and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. Teachers will be offered various trainings on differentiated instruction, cooperative learning, data driven instruction, Best Use of Technology, Curriculum mapping, and CRISS strategies.

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Disaggregated Data :

In August, the school faculty will participate in a school-wide data disaggregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As part of our school improvement plan, the Continuous Improvement Model, subject/grade level teams meet weekly to discuss the data results from formal and informal assessments including benchmark mini assessments to determine student needs and to adjust instructional strategies. During the months of August, October, January, and May grade level teams meet to discuss data results from the district FCAT Practice assessment to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assessments:

FCAT Writing Assessment – February
FCAT Reading/Math/Science Assessment - March
Pre-Post Tests - September, April
Interim Assessments to monitor progress
Monthly progress monitoring assessments
Continuous Improvement Model Benchmark mini-assessment – on-going
Classroom Assessments – on-going
DIBELS Assessments – September, January, April

Alternative Instructional Delivery Methods :

One-on-one individual teacher instruction
Small group instruction
Peer tutoring
Cooperative Learning Groups
Hands-on instructional activities
Departmentalization of subject areas
Coach/Teacher Co-teaching model

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
✔	✔	✔	✔	☐	✔

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 will be literate members of society.

Needs Assessment

Analysis of the 2007 FCAT Reading Test scores indicate 49 percent of students in grades three through five are reading at or above grade level, demonstrating a 10 percentage point decrease over the 2006 administration. The percentage of students demonstrating acceptable levels of learning gains, (59 percent), increased by 10 percentage points. The percentage of struggling students making a year's worth of progress in reading, (47 percent), decreased by 2 percentage points.

According to the 2007 Adequate Yearly Progress Report, 44 percent of all students in grades three through five scored at or above grade level in Reading. AYP data indicates that Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities students did not meet the AYP target in Reading.

Data also indicates that 43 percent of grade three, 34 percent of grade four, and 31 percent of grade five students scored at FCAT Achievement Level 1. This indicates a need to identify and provide additional support for the lowest performing students.

Grade level and content cluster data indicate that 3rd grade students performed below the district and state average in each content cluster except Reference/Research. Third grade students scored 47% correct in the Main Idea/Purpose content cluster as compared to 65% on the district and state results. Fourth grade students scored below district and state averages in all content clusters. Students scored 40% correct in the Words/Phrases content cluster as compared to 60% on the district and state results. Fifth grade students also scored below the district and state average in each content cluster. Students scored 44% correct in the Words/Phrases content cluster as compared to 56% for the district and 67% for the state. According to the disaggregated data, the areas in greatest instructional need are Main Idea/Purpose and Words/Phrases, although no grade level scored above 56% correct on any of the content clusters.

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 reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners Students (ELL) in grades three through five will improve their reading skills as evidenced by 58 percent demonstrating mastery on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the Lowest 25% of students in grades three through five will demonstrate learning gains in Reading.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish weekly grade level learning community meetings to review student work and assessment data, to share Best Practices, to plan for instruction, and to modify instructional strategies to meet the needs of the students.	Administrators, Reading Coaches, Teachers	08/20/07	06/11/08	Continuous Improvement Model	0
Provide immediate intensive intervention using District approved intervention programs to all high risk students. Monitor fidelity to program and track student progress.	Administrators, Reading Coaches, Teachers, Tutors	8/20/2007	6/11/2008	District-wide Literacy Plan	25000
Utilize Edusoft technology to score assessments and to generate disaggregated data reports in a timely manner in order to monitor progress and modify instruction to meet students' needs.	Administrators, Reading Coaches, Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Adapt strategies used for standard curriculum students to include methods and materials that match learning styles, strengths, and modalities of Students with Disabilities and English Language Learners students in grades kindergarten through five.	Administrators, Reading Coaches, Teachers, SPED Teachers	8/20/2007	6/11/2008	Inclusion of SWD	0
Implement the Sunshine State Standards aligned to the Houghton Mifflin Reading Program's scope and sequence and the Instructional Focus Calendar in order to ensure students' mastery of the reading content clusters.	Administrators, Reading Coaches, Teachers,	8/20/2007	6/11/2008	District-wide Literacy Plan	205000
Implement the Reading Plus Technology Program for students not performing on grade level in order to increase fluency and reading comprehension skills specifically targeting African American, Hispanic, Economically Disadvantaged, Students with Disabilities, English Language Learners and students identified as in the Lowest 25 Percent in Reading.	Administrators, Technology Facilitator, Teachers	8/20/2007	06/11/08	District-wide Literacy Plan	62000
Deliver instruction in a departmentalized structure to allow for the specialization of teachers and focus on their subject area.	Administrators, Reading Coaches, Teachers	8/20/2007	6/11/2008	Education Innovation	0
Identify students in the subgroups scoring at Achievement Level 1 and 2 on the FCAT Reading Test, as delineated in the disaggregated data, and implement a before/during/Saturday school tutorial program to address the reading deficiencies of students using a diagnostic/prescriptive approach. Monitor progress of these students on a monthly basis.	Administrators, Reading Coaches, Teachers, Tutors	08/20/07	06/11/08	District-wide Literacy Plan	10000
Provide site developed mini assessments and District developed Interim Assessments aligned to the Sunshine State Standards tested benchmarks to identify and monitor student achievement as well as professional development needs.	Administrators, Reading Coaches, Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	10000
Monitor Reading First Grant initiatives in grades Kindergarten through three.	Administrators, Reading Coaches, Teachers, Reading First Coordinator, Reading First District Curriculum Support Personnel	8/20/20007	6/11/2008	District-wide Literacy Plan	62000
Employ the coaching model(planning with teachers, demonstration lessons, co-teaching, observation, feedback) to support the reading program.	Administrators, Reading Coaches, Teachers	8/20/07	6/11/08	District-wide Literacy Plan	
Ensure and monitor uninterrupted literacy block including high quality explicit and systematic delivery of initial and differentiated instruction.	Administrators, Reading Coaches, Teachers	08/20/07	06/11/08	District-wide Literacy Plan	
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Reading Coaches, Teachers, Students	08/20/07	06/11/08	Continuous Improvement Model	

Research-Based Programs

Core Program: Houghton Mifflin Reading Series
Supplemental Programs: Reading Plus, Voyager, Soar to Success, Early Success, Elements of Reading Vocabulary, Quick Reads

Professional Development

Florida City Elementary professional development opportunities will include but not be limited to: methods of scientifically-based reading research, knowledge of the essential reading components, delivery and scaffolding of instruction in the five major reading components, the reading process, the framework for monitoring student learning, the three types of classroom assessment, differentiated instruction, explicit and systematic delivery of reading instruction, data analysis for planning instruction and effective use of time, increasing instructional density, intervention strategies, curriculum mapping, FCAT Explorer, Reading Plus, Riverdeep, Voyager Passport.

Evaluation

Objectives will be measured by the scores of the 2008 FCAT Reading Test. Progress towards objectives will be measured by weekly classroom assessments, bi-weekly mini assessments, and District interim assessments. DIBELS assessments will be utilized three times per year.

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 will demonstrate increased performance in mathematics.

Needs Assessment

The data attained from the 2007 School Performance Accountability results indicate that 62 percent of the students tested achieved high standards in mathematics, a decrease of one percentage point. Sixty percent of students made learning gains.

According to the 2007 Adequate Yearly Progress Report, the Hispanic and English Language Learners subgroups met Adequate Yearly Progress. The Total group tested missed the target by one percentage point. Fifty-two percent of Black students, 54% of Economically Disadvantaged students, and 29% of Students With Disabilities made adequate progress missing the target by 4, 2, and 27 percentage points.

Grade level and strand data indicate that 3rd grade students performed above or equal to the district and state average in Measurement, Geometry, Algebraic Thinking, and Data Analysis. Third grade students scored 50% correct in the Number Sense strand as compared to 58% on the district and 67% on the state results. Fourth grade students scored below district and state averages in all strands. Students scored below 50% in Number Sense, Algebraic Thinking, and Data Analysis. Fifth grade students' scores equaled the district and state average in Geometry, Algebraic Thinking, and Data Analysis. Students scored 38% correct in the Number Sense as compared to 46% for the district and 54% for the state. According to the disaggregated data, the areas in greatest instructional need include Number Sense Algebraic Thinking, and Data Analysis.

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 67 percent scoring at or above Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 62 percent demonstrating mastery on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent demonstrating mastery on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 56 percent demonstrating mastery on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, at least 50 percent of the Lowest 25% of students in grades three through five will demonstrate learning gains in Mathematics.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Adapt strategies used for standard curriculum students to include methods and materials that match learning styles, strengths, and individual modalities of students with disabilities and English Language Learners students.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Inclusion of SWD	0
Use graphic organizers, manipulatives, visual aids, CRISS strategies, and audio-visual aids to assist in molding students' comprehension and to maintain and develop high level students.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide site developed mini assessments and District developed Interim Assessments aligned to the Sunshine State Standards tested benchmarks to identify and monitor student achievement and to identify professional development needs.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Focus on mathematics strands according to the timeline identified by the grade level focus calendar developed according to the Districts' Scope and Sequence.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Establish biweekly grade level meetings to extract trends, review assessment data, identify and recognize successful instruction, and target specific student needs.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Incorporate the use of cooperative learning groups to allow for the opportunity of exploration and discovery and to maintain and develop high level students.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	62000
Deliver instruction in a departmentalized structure to allow for the specialization of teachers and focus on their subject area.	Administrators Mathematics Facilitator All Classroom Teachers 2nd - 5th grade	8/7/2006	6/1/2007	Other/ Not Applicable	0
Utilize Edusoft, a data management system, to score assessments and to generate disaggregated data reports in order to monitor student progress for the Continuous Improvement Model.	Administrators, Mathematics Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Mathematics Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	

Research-Based Programs

Harcourt Mathematics Textbook Series
Project CRISS (Creating Independence through Student-owned Strategies)

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, best practices for instructing Number Sense and Algebraic Thinking, CRISS training, and assessments used at the elementary level. In compliance with the Florida Professional Development System Evaluational Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Success of meeting the objectives will be measured by the scores on the 2008 FCAT Mathematics Test. Monthly and interim benchmark assessments to monitor student progress and redirect learning activities will be administered by the teacher. Generated data will be scored by the data management system to help the administration, math leader, teachers, and support personnel determine effective instruction and summarize students' needs.

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

Increase the writing performance of all No Child Left Behind subgroups.

Needs Assessment

Based on the 2006-2007 FCAT Writing+ performance data, 92% of the students tested met the state standard of 3.5 or above on the essay, an increase of nine percentage points. In addition, 48% of students scored at Achievement Level 3 or higher on the content portion of the test. In the Writing+ content, students earned the fewest mean points in Focus, Organization, and Support.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, all grade four students will improve their writing skills as evidenced by an increase of one percent of students scoring a 3.5 or higher and increase scores on multiple choice clusters by at least five percentage points on the 2008 administration of the FCAT Writing+ Test as compared to the 2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide writing professional development, coaching, modeling, and mentoring to teachers in all grades and special areas in order to increase the quality of writing instruction.	Administrators, Reading Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide differentiated instruction in writing, including CRISS strategies, to grade four students through writing enrichment and tutoring groups.	Administrators, Reading Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide high quality daily writing instruction using the Sunshine State Standards.	Administrators, Reading Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement grade four District and site-authored pre, mid , and post assessments in order to utilize data and drive instruction of the writing process and analyze student progress utlizing the Continuous Improvement Model.	Administrators, Reading Coach,Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize the Houghton Mifflin Reading/Writing Workshop and Sanron Writing to implement and integrate high quality writing instruction using the Sunshine State Standards.	Administrators,Reading Coach,Teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	9000
Monitor implementation of high quality daily writing instruction through classroom walkthroughs.	Administrators, Reading Coaches, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading Program/Writing Workshop, Florida FCAT Writing Rubric, CRISS strategies, Sanron

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, understanding of the FCAT Writing Rubric, CRISS training, Learning Express, FCAT Writing Strategies, Best Practices, and assessments used at the elementary school level.

Evaluation

Achievement of the objective will be considered when students demonstrate improvement in the writing skills by an increase of one percent in the number of students scoring at or above the state standard of 3.5 as documented by the 2008 FCAT Writing Test. District and site-authored assessments will be administered to grade four students and the results will be analyzed to establish progress and redirect the instruction for reinforcement and/or enrichment.

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
✔	✔	✔	✔	✔	✔

Miami-Dade County Public Schools

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✔	✔	✔	✔	✔

Science Statement

Students will increase their science performance skills to meet the state standards.

Needs Assessment

The results of the 2007 Science test administration of the FCAT reflect that 25 percent of students met high standards. Content cluster data indicates that students scored below district and state averages in the following content clusters: Earth/Space (40%), Life/Environmental (42%), and Scientific Thinking (42%). Students scored the district average in Physical/Chemical (50%), but below the state average (58%).

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 50 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades Kindergarten through five.	Administrators, Science Coach, Teachers, School Improvement Zone Support Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Disaggregate and analyze the 2007 FCAT Science Test to identify strengths and weaknesses of students in grade five.	Administrators,Science Coach, Grade 5 Teachers, School Improvement Zone Support Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize the district developed science scope and sequence to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades Kindergarten through five.	Administrators, Science Coach, Teachers, School Improvement Zone Support Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Conduct staff development workshops to promote the teaching of science process skills.	Administrators,Science Coach, Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities and project based learning such as: cooperative groups, hands-on activities and problem-solving/critical thinking strategies.	Administrators, Science Coach, Teachers, School Improvement Zone Support Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Conduct a school wide Science Fair for students to demonstrate application of the Scientific Process for students in grades kindergarten through five.	Administrators, Science Coach, Teachers, School Improvement Zone Support Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Science Coach, Teachers, School Improvement Zone Support Specialist	08/20/07	06/11/08	Other/ Not Applicable	
Develop the position of Science Coach in order to enhance the instruction of students in the Scientific Process.	Administrators, Science Coach	08/20/2007	06/11/2008	Academic Enrichment Opportunities	62000

Research-Based Programs

Scott Foresman Science Program
Foss Kits

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level.

Evaluation

Scores of the 2008 FCAT Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Tests and Monthly Assessments will be utilized to monitor progress and drive instruction.

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
✔	✔	☐	✔	✔	✔

Miami-Dade County Public Schools

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✔	☐	✔	☐	✔

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

According to the 2006 Title I Parent Outreach Monthly School Report, the Parent Workshop attendance rate increased nine percent over the previous year. The Family Literacy Program showed a twenty percent increase as compared to the 2005 report. Even though there was an increase in parental participation, there remains a need to increase these numbers by at least five percentage points and for the school to provide additional opportunities for parents to be involved in their children's academic lives as per National PTA Standards.

Measurable Objective

Given a schoolwide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points of parents attending school related school-sponsored events during the 2006-2007 school year as compared to the 2005-2006 school year as per National PTA standards number III, Student learning - Parents play an integral role in assisting student learning and number IV, Volunteering - Parents are welcome in the school, and their support and assistance are sought.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Host monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	AdministratorsClassroom TeachersEESAC Committee	08/20/07	6/11/2008	Other/ Not Applicable	0
Increase positive parent-school communication through the use of student progress reports, home visits, mailed communications, and parent workshops coordinated with the Professional Development Team in order to increase parental involvement among AYP subgroups and students scoring in the lowest 25 percent.	AdministratorsCommunity Involvement SpecialistSocial Worker	8/20/2007	6/11/2008	Improve Public Perception	0
Provide parents with a Parent Access Center to provide information and ideas to families about how to help students at home with home learning and other curriculum-related activities, decisions, and planning. Encourage participation in the District Parent Academy.	AdministratorsCommunity Involvement SpecialistSchool CounselorSocial Worker Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	32000
Coordinate Family Literacy workshops, as well as an end of the year event, to showcase student projects, classroom exhibits, and student performances, and provide strategies for parents to use at home in support of academic achievement.	AdministratorsCommunity Involvement SpecialistsParent Academy PersonnelClassroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Hold a Parent-Teacher-Association (PTA) drive to increase parent participation in schoolwide planning and to encourage parents active participation in other decision making groups such as Title I, PAC/DAC, EP and PMP meetings.	AdministratorsCommunity Involvement SpecialistPTA	8/20/2007	6/11/2008	Other/ Not Applicable	0
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	AdministratorsCommunity Involvement SpecialistDade Partners	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information at Open House, and parent outreach programs	AdministratorsCommunity Involvement SpecialistParent Academy PersonnelMath FacilitatorClassroom TeachersSocial WorkerReading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Passport to Success, National Standards for Parent/Family Involvement Programs

Professional Development

Parents, teachers, and the community involvement specialist will collaborate and actively participate in monthly workshops that seek to train stakeholders on how to effectively participate in their child's education, as well as in their own personal growth.

Evaluation

Parental and community involvement will show a five percent increase above the 2005-2006 level of participation, as reflected in the tally of data obtained from and reported on the 2006-2007 Title I Parent Outreach Monthly School Report and Title I parent sign in sheets. National PTA standards are endorsed and will be practiced.

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
✔	✔	☐	✔	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

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✔	☐	✔	☐	☐

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. The Student Case Management System Executive Summary Report lists 130 student suspensions during the 2005-2006 school year. This indicates a need to decrease the number of student suspensions during the 2006-2007 school year. A reduction in the number of student suspensions will imply an increase in positive student behaviors which in turn will foster a safe and disciplined environment.

Miami-Dade County Public Schools

School Improvement Plan
2007-2008

SCHOOL
Quality
IMPROVEMENT

Measurable Objective

Given a school-wide emphasis on creating a safe and disciplined environment, student behavior will improve as evidenced by at least a 10 percent or 3 student decrease in the number of student suspensions as evident by Case Management Forms during the 2007-2008 school year as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Character Education and Conflict Resolution strategies, within the classroom curriculum.	AdministratorsIntervention FacilitatorBehavior Management TeacherSocial WorkerCounselorClassroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide workshops for parents that highlight conventional parenting skills and alternative discipline strategies.	AdministratorsCommunity Involvement SpecialistCounselorSocial Worker	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide programs to promote safety such as Red Ribbon Week.	AdministratorsCounselorClassroom K-5 Teachers	8/20/200	6/11/2008	Other/ Not Applicable	0
Provide developmental counseling for students who have been suspended to reduce the number of disciplinary referrals.	AdministratorsCounselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Create a committee of stakeholders that will generate, present, and monitor a school-wide discipline plan.	AdministratorsIntervention FacilitatorTeachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize a staff member as an Intervention Facilitator to oversee the discipline plan, contact parents/guardians, apply appropriate intervention strategies, and monitor referrals.	AdministratorsIntervention Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	62000
Reward and publicize good behavior and model citizenship.	AdministratorsIntervention FacilitatorBehavior Management TeacherClassroom TeachersMedia Specialist	8/20/2007	6/11/2008	Improve Public Perception	0

Research-Based Programs

Character Education
Anti Bullying Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Professional development will be available for all teachers in the following areas: Conflict Resolution/Peer Mediation, School-wide Discipline Plan, Counseling of at-risk students, Bully Prevention, and Classroom Management promoting positive student behavior.

Evaluation

This objective will be considered met if student behavior improves as demonstrated by a 10 percent or 13 student decrease in the number of student suspensions during the 2006-2007 school year. The discipline committee will meet quarterly to review and monitor referrals.

Miami-Dade County Public Schools

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
☑	☑	☑	☑	☑	☐

Miami-Dade County Public Schools

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☑	☑	☐	☐	☑

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

During the 2006-2007 school year, use of the computer lab was limited due to lack of staff. Students did not have access to technology in a lab basis during the school day.

Measurable Objective

Given an emphasis on the use of educational technology, all students in grades three through five will participate in a lab based computer education program as evidenced by computer lab schedules and lesson plans.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop the position of Technology Facilitator to work with students and teachers to expand opportunities for use of technology throughout the school.	Administrators,Technology Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	62000
Expand the use of technology based intervention programs.	Administrators, Technology Facilitator, Teachers	8/20/07	6/11/08	District-wide Literacy Plan	10000
Implement a schedule for the computer lab, giving every student in grades three through five one hour a week of computer lab experience.	Administrators, Technology FacilitatorTeachers	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Infuse student-based programs into the curriculum, giving students daily opportunities to utilize technology including the use of interactive Technology tools in the classroom for instruction.	Administrators, Technology FacilitatorClassroom Teachers	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Conduct teacher trainings in student based technology programs in order to support increased student usage of technology.	Administrators, Technology Facilitator,Teachers	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0

Research-Based Programs

21st Century Learning,
Reading Plus, Riverdeep, Tune in To Reading, Siloloquiy

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include but not be limited to the implementation and management of student based programs and interactive technology tools.

Evaluation

Progress will be monitored by the review of computer lab schedules and lesson plans.

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

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the results of the 2007-2007 FITNESSGRAM Physical Fitness Testing Program, the percentage of students in grades three through five earning the gold and silver awards was 99 percent. Ninety-seven percent of third through fifth graders were tested. This indicates a need to maintain the number of students who meet the National Standards for Physical Education.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will maintain or increase their fitness as evidenced by at least 95 percent of students passing the 2007-2008 FITNESSGRAM as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the FITNESSGRAM program, including administering a pre-and post-test. Compare pre- and post-test data in order to provide feedback as to whether the instructional program is effective in meeting the stated goals and objectives.	AdministratorsPhysical Education Teachers	8/20/2007	6/11/2008	Student Wellness	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	AdministratorsPhysical Education Teachers	8/20/2007	6/11/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	AdministratorsPhysical Education Teachers	8/20/2007	6/11/2008	Student Wellness	0
Provide students with instruction on nutrition and healthy eating habits.	AdministratorsPhysical Education TeachersContent Teachers	8/20/2007	6/11/2008	Student Wellness	0

Research-Based Programs

2006-2007 FITNESSGRAM Program

Professional Development

Provide professional development for teachers and administrators in the FITNESSGRAM Program.

Evaluation

Achievement of the objective will be measured by the results of the 2006-2007 FITNESSGRAM Physical Fitness Testing Program.

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

Students will be identified for Advanced Academics Programs.

Needs Assessment

During the 2006-2007 school year 43 students in Florida City Elementary School participated in the Gifted Program. The participation rate of Gifted children in Florida City is an area that needs to be expanded.

Measurable Objective

Given the importance of identifying students from economically disadvantaged backgrounds to participate in the Gifted Program, the number of students identified as Gifted at Florida City Elementary will increase by 5 percent to 60.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for all teachers in the area of higher order thinking skills in order to better prepare all students for Advanced Academics programs.	Administrators,Teachers of the Gifted, Reading Coaches, Mathematics/Science Facilitator, Technology Facilitator	8/20/2007	6/11/2008	Advanced Academics	0
Encourage the referral of students that exhibit high level skills in academic subjects in order to evaluate all eligible students for the gifted program.	Administrators,Teachers of the Gifted, Teachers	8/11/2007	6/11/2008	Advanced Academics	0
Increase participation in Academic Excellence and TEAM Programs in order to prepare students for the Gifted Program.	Administrators,Teachers	8/11/2007	6/11/2008	Advanced Academics	0
Implement a self contained gifted program for eligible students in First through Fifth Grades.	Administrators, Teachers of the Gifted	08/20/2007	06/11/2008	Advanced Academics	

Research-Based Programs

N/A

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day.

Evaluation

Achievement will be measured by an increase of at least 5 percent to 60 in the number of students participating in the Gifted Program at Florida City Elementary School during the 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
☑	☐	☑	☐	☐	☐

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.
☑	☐	☐	☑	☐

Return On Investment Statement

Florida City Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005 Florida City Elementary School ranked at the 5th percentile on the State of Florida ROI index.

Measurable Objective

Florida City Elementary School will improve its ranking on the State of Florida ROI index publication from the 5th percentile in 2004-2005 to the 25th 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 Assistant Principal	08/01/05	05/26/06	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal Assistant Principal District Personnel	08/01/05	05/26/06	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal PTA Dade Partners	08/01/05	05/26/06	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal Community Service Agencies Dade Partners	08/01/05	05/26/06	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Florida City Elementary School will show progress toward reaching the 25 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:

The EESAC recommends supporting the current school budget designations including class size reduction, utilizing Reading Coaches, a Math/Science Facilitator, a Technology Facilitator, an Intervention Facilitator, and paraprofessionals. The EESAC recommended purchasing additional classroom libraries, accelerated reader books and tests, decodable books, hands-on math and science supplies, and tangible rewards to help support the schoolwide discipline plan.

Training:

The EESAC recommends further training in optimizing reading instruction including the use of the Houghton Mifflin Reading Program and Reading First guidelines, Florida's Formula for Reading Success, classroom assessment, using assessment data to drive instruction, high quality reading and math instructional strategies including use of manipulatives, differentiated instruction, intervention for reading and math, and the use of the technology including Reading Plus and the Student Performance Indicators (SPI) website

Instructional Materials:

The EESAC recommends the use of EESAC and Title 1 funds to purchase additional literacy materials including classroom libraries, accelerated reader books and tests, decodable books, and Voyager Passport kits, as well as mathematics literature and current Science Weekly publications.

Technology:

The EESAC recommends upgrading computer hardware and software. The EESAC also supports the use of the Reading Plus reading program, FCAT Explorer, Student Performance Indicators (SPI) website, Accelerated Reader, Edusoft, and a schoolwide data collection system. The EESAC also supports the establishment of a computer lab staffed by a Technology Facilitator.

Staffing:

The EESAC recommends hiring additional teachers and/or paraprofessionals to provide focused intervention to targeted students and to assist classroom teachers with small group, differentiated instruction.

Student Support Services:

The EESAC recommends the continued use of Guidance Counseling programs including small group sessions with the Guidance Counselor and the school Social Worker, as well as networking with outside agencies to provide services for students and families. The EESAC recognizes the importance of parent communication, Child Study Teams, a School Safety Patrol and Student Council.

Other Matters of Resource Allocation:

Benchmarking:

The EESAC recommends networking with higher performing schools of similar demographics in order to share knowledge and best practices. The EESAC recommends the continued partnership in the Kellogg Foundation SPARK Florida (Supporting Partnerships to Assure Ready Kids).

School Safety & Discipline:

The EESAC supports the school-wide discipline plan and the adherence to all safety procedures throughout the school. The EESAC also supports the utilization of an Intervention Facilitator.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	374000
Mathematics	62000
Writing	9000
Science	62000
Parental Involvement	32000
Discipline & Safety	62000
Technology	72000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	673000

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