

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Fulford Elementary School (2081)

Feeder Pattern - North Miami Beach Senior

Regional Center II

District 13 - Miami-Dade

Principal - Rhonda Turner

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

It is simple to recognize why Captain William H. Fulford was attracted to what is now North Miami Beach, and chose to build a home at 1901 NE 18th Avenue. Captain Fulford found the area a retreat from the fury of the Atlantic. Today, on the identical parcel of land, sits Fulford Elementary School, appropriately named in his honor. Fulford Elementary School is also a retreat where teachers, students, and parents gather daily in pursuit of educational excellence. As you enter the school, you immediately recognize a spotless and well maintained facility. As you stroll from room to room, the teachers are diligently educating students. Students are motivated and on task. Just as North Miami Beach is an established, attractive city that likes to support its community, Fulford Elementary School is an established, comprehensive organization that addresses the needs of its multicultural community.

Fulford Elementary is a Title I funded school located at 16140 NE 18th Avenue, North Miami Beach, Florida. First built in 1926 and later remodeled in 1992, Fulford Elementary is a 69,502 square-foot facility consisting of 36 classrooms and 5 portables within a community that is comprised of private homes, apartment buildings, a super store, and many businesses that cater to a variety of needs. School community partners include the North Miami Beach Chamber of Commerce, the North Miami Beach Police Department, and the Northern Trust Bank. Fulford is fortunate to be located near a public library and two universities.

The school currently serves 680 students in pre-kindergarten through grade five, with an ethnic breakdown of 79.5% Black, 17% Hispanic, 0.61% White, and 2.84% other. Our Special Education (SPED) population comprises 17.9% of the enrollment. The gifted program comprises 14.5% of the population. The English Language Learner (ELL) population comprises 24.4% of the student body. The teacher-student ratio is 24.25 in kindergarten, 17.66 in first grade, 20.20 in second grade, 17.62 in third grade, 23.20 in fourth grade, and 25.50 in fifth grade. The teacher-student ratio for the SPED program is 2:1 across all grade levels. Eighty-six percent of the students receive free or reduced lunch. The average daily attendance for 2006-2007 was 96.70%. The attendance has remained consistent over the last few years. The adequate progress of the students at the lowest 25th percentile increased 12 percentage points from 62% in 2005-2006 to 74% in 2006-2007. The current data indicates that the retention rate for students in grades kindergarten through five was 1.4% and 14% of grade three students were promoted via "Good Cause."

Two administrators, a principal and an assistant principal, serve as instructional leaders of the organization. The Leadership Team is comprised of representatives from primary and intermediate grades, a math facilitator, a reading coach, a media specialist and a community involvement specialist. There are 33 certified classroom teachers, one SPED teacher, one SPED paraprofessional, two teachers of gifted students, one part-time paraprofessional of gifted students, one elementary guidance counselor, one media specialist, one part-time clerk, four special area teachers, one reading coach, one math/science facilitator, one computer teacher, one community involvement specialist, two part-time social workers, an itinerant vision counselor, vision teacher, vision counselor, five bilingual education teachers, one part-time speech therapist, and one full-time microsystems technician employed at the school. There are 10 beginning teachers, 30 teachers with a Bachelor's degree, 16 teachers with a Master's degree, and four teachers with a Doctorate or Specialist's degree. The ethnic make-up of the staff is 44% White Non-Hispanic, 36% Black Non-Hispanic, and 20% Hispanic.

Title I funding has enabled Fulford Elementary School to purchase a computer and a mathematics teacher. These instructors provide support to classroom teachers and specifically, assist students in the lowest 25th percentile. An area of concern for Fulford Elementary is the mobility rate of students which adversely affects the school's performance.

After completing the fifth grade, students attend John F. Kennedy Middle School which received a "B" grade in the 2006-2007 school year. Upon completing John F. Kennedy Middle School, students matriculate to North Miami Beach Senior High School which received a grade of "D" in the 2006-2007 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 69% of students reaching Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 69 percent of students reaching Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, 90% of students in grade four will score 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase from 25% on the 2006-2007 FCAT Science Test to 50% on the 2007-2008 FCAT Science test.



School Improvement Plan 2007-2008



Given the need to establish a link between the home and community in order to support the efforts of improving the academic achievement of students, parental and community involvement will increase 10% from 2227 parent participants during the 2006-2007 to 2449 parent participants during the 2007-2008 school year as documented by attendance logs maintained by the Community Involvement Specialist.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions from 44 days in 2006-2007 to 40 days as reflected by the 2007-2008 Student Case Management System Suspension report.

Given the utilization of SuccessMaker as an intervention tool, students in the lowest 25 percentile in grades three through five will increase two levels by the end of the school year, as evidenced by SuccessMaker summary report in the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their fitness skills as evidenced by 85% of students achieving Silver or Gold awards on the 2007-2008 FITNESSGRAM.

Given instruction based on the Sunshine State Standards, students in grades two through five will display art work throughout the year in various venues to include schoolwide art shows and community displays as evidenced by 90% participation documented by sign-in logs.

Fulford Elementary School will improve its percentile rank from 61% on the 2004-2005 State of Florida Return on Investment (ROI) publication to 62% on the next State of Florida (ROI) publication.

In order to achieve these objectives, appropriate strategies have been suggested and planned by all of the organization's stakeholders.

Ninety-eight percent of the staff completed the Organizational Performance Improvement Snapshot(OPIS).

Based on the May 2007 Organizational Performance Improvement Snapshot assessment (OPIS), indicated the opportunity for improvement in the area of Business Results. The two lowest-scoring items indicate improvement is needed in the categories of:

- I know how well my work location is doing financially
- My work location removes things that get in the way of progress.

The EESAC, in conjunction with senior leaders, will generate quarterly reports to inform staff members of operational expenses and available funds. In addition, the Leadership Team will solicit input from the staff to address and clarify concerns that interfere with progress.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

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

Integrity

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

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

2081 - FULFORD ELEMENTARY SCHOOL

VISION

Fulford Elementary School provides a quality education and believes that self-pride, respect, confidence, and the ability to work cooperatively with others will enable students to become successful life-long learners, critical thinkers, effective problem solvers, technologically literate, and participatory citizens in a global society. As our challenge, we accept the responsibility of teaching students the skills necessary to achieve these goals.

MISSION

The Mission of Fulford Elementary School is to improve and maintain an environment where all are committed, attuned, and responsive to the individual needs and guidance of its multicultural population: to ensure all students academic, social, and physical development and to prepare them to make well-reasoned, thoughtful, and healthy life-long decisions.

CORE VALUES

Fulford Elementary School provides the best possible educational experience for our students and believes that self-pride and confidence will enable our students to become successful life-long learners.

School Demographics

Fulford Elementary, a Title I funded school, is a comprehensive organization that addresses the needs of its multicultural community. Fulford Elementary School is located at 16140 NE 18th Avenue, North Miami Beach, Florida. First built in 1926 and later remodeled in 1992, Fulford Elementary is a 69,502 square-foot facility consisting of 36 classrooms and 5 portables within a community that is comprised of private homes, apartment buildings, a super store, and many businesses that cater to a variety of needs. Fulford is fortunate to be located near a public library and two universities. The school currently serves 680 students in pre-kindergarten through grade five, with an ethnic breakdown of 79.5% Black, 17% Hispanic, 0.61% White, and 2.84% other. Our Special Education (SPED) population comprises 17.9% of the enrollment. The gifted program comprises 14.5% of the population. The English Language Learner (ELL) population comprises 24.4% of the student body. The teacher-student ratio is 24.25 in kindergarten, 17.66 in first grade, 20.20 in second grade, 17.62 in third grade, 23.20 in fourth grade, and 25.50 in fifth grade. The teacher-student ratio for the SPED program is 2:1 across all grade levels.

Eighty-six percent of the students receive free or reduced lunch. The average daily attendance for 2006-2007 was 96.70%. The attendance has remained consistent over the last few years.

Fulford Elementary School offers: Comprehensive Research-Based Reading Program (CRRP), Academic Excellence Program (AEP), Home-Based Gifted, and Teaching Enrichment Activities to Minorities (TEAM). In addition, specialty programs include Special Education (SPED) with an inclusion model for students with diagnosed exceptionalities and English Language Learner program (ELL) which provides instruction for students of other languages.

School community partners include the North Miami Beach Chamber of Commerce, the North Miami Beach Police Department, and the Northern Trust Bank.

Title I funding has enabled Fulford Elementary School to purchase a computer and a mathematics teacher. These instructors provide support to classroom teachers and specifically, assist students in the lowest 25th percentile. An area of concern for Fulford Elementary is the mobility rate of students which adversely affects the school's performance.

Two administrators, a principal and an assistant principal, serve as instructional leaders of the organization. The Leadership Team is comprised of representatives from primary and intermediate grades, a math facilitator, a reading coach, a media specialist and a community involvement specialist. There are 33 certified classroom teachers, one SPED teacher, one SPED paraprofessional, two teachers of gifted students, one part-time paraprofessional of gifted students, one elementary guidance counselor, one media specialist, one part-time clerk, four special area teachers, one reading coach, one math/science facilitator, one computer teacher, one community involvement specialist, two part-time social workers, an itinerant vision counselor, vision teacher, vision counselor, five bilingual education teachers, one part-time speech therapist, and one full-time microsystems technician employed at the school. There are 10 beginning teachers, 30 teachers with a Bachelor's degree, 16 teachers with a Master's degree, and four teachers with a Doctorate or Specialist's degree. The ethnic make-up of the staff is 44% White Non-Hispanic, 36% Black Non-Hispanic, and 20% Hispanic.

The Florida Department of Education graded Fulford Elementary School a "B" school. According to data received from the 2006-2007 Florida Department of Education Accountability Report, 88% of our students met or exceeded high standards in writing. Sixty-eight percent of students made learning gains in reading. The adequate progress of the students at the lowest 25 percentile increased 12 percentage points from 62% in 2005-2006 to 74% in 2006-2007.

The current data indicates that the retention rate for students in grades kindergarten through five was 1.4% and 14% of grade three students were promoted via "Good Cause."

After completing the fifth grade, students attend John F. Kennedy Middle School which received a "B" grade in the 2006-2007 school year. Upon completing John F. Kennedy Middle School, students matriculate to North Miami Beach Senior High School which received a grade of "D" in the 2006-2007 school year.

School Foundation

Leadership:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is strong satisfaction with the administration of Fulford Elementary School. The administration of Fulford Elementary scored 4.7 out of 5.0 with the highest scoring item being, "I know my work location's mission." The leadership of Fulford Elementary leads by example as indicated in the statement, "My supervisor uses our work location's values to guide us." The leadership does various things to include and encourage the participation of all employees and bolster staff morale. For example, there are weekly grade level meetings. At these meetings, staff can voice their opinions and concerns in an open, non-judgmental environment. The Principal and Assistant Principal have an open door policy where all staff members can meet individually with administration. Senior leaders establish and communicate direction and performance expectations by encouraging shared decision-making and by empowering staff members to both make decisions and to take necessary actions for improvement. Staff morale is important to the leadership since they realize that positive attitude is reflected in student achievement.

District Strategic Planning Alignment:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is satisfaction with strategic planning of Fulford Elementary. This category scored an average of 4.2 out of 5.0. The item that scored the highest was "I know the parts of my work location's plans that will affect me and my work." All concerned parties at Fulford Elementary are made aware of any decision that affects their productivity and community. Progress towards the goals that affect all stakeholders are discussed at monthly meetings. "I know how to tell if we are making progress on my work group's part of the plan," indicates that staff members have a clear understanding of their responsibilities to their clients. The EESAC and Leadership Team meet with administration monthly to discuss and monitor the progress made towards the goals and objectives in the SIP. Input is always considered when ordering new materials.

Stakeholder Engagement:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is satisfaction with the way employees feel about their relationship with parents and students. The average score is 4.5 out of 5.0 on the Customer Market focus section of the survey. The items that scored the highest were "I know who my most important customers are," and "I keep in touch with my customers." The contact with parents and students is both formal and informal. Parents can communicate with teachers in various ways. The school has a Community Involvement Specialist that keeps in contact with parents when needed.

Faculty & Staff:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is satisfaction in the educational design at Fulford Elementary. On the survey, the Human Focus section received an average score of 4.3 out of 5.0. The items that scored the highest were "I can make changes that will improve my work" and "I have a safe workplace." Administration makes every effort so teachers on the same grade level have a common planning time. Additionally, grade levels meet monthly with administration to discuss concerns, success and progress made towards meeting the school's goal. A Leadership and Literacy team serves as the school's blueprint for academic achievement and safety for all stakeholders. New teachers and teachers who have transferred to Fulford Elementary are paired with a mentor by grade level or subject area. They meet regularly to discuss concerns and successes.

Data/Information/Knowledge Management:

The results of the spring 2007 Organizational Self Assessment Survey indicate that there is satisfaction in the way data and knowledge is measured, analyzed and managed at Fulford Elementary. On the survey, the section titled Measurement, Analysis, and Knowledge Management received an average score of 4.5 out of 5.0. The items that scored the highest were "I know how to measure the quality of my work" and "I know how to analyze (review) the quality of my work to see if changes are needed." Teachers meet weekly to discuss data pertaining to student achievement. Data is also shared at faculty and the EESAC meetings. This data includes progress made towards meeting the objectives and goals set forth in the SIP.

Education Design:



School Improvement Plan

2007-2008



The results of the spring 2007 Organizational Self Assessment Survey indicate that there is satisfaction with the educational design at Fulford Elementary. On the survey, the section titled, Process Management, received an average score of 4.3 out of 5.0. The items that scored the highest were "I collect information (data) about the quality of my work" and "We have good processes for doing our work." The following are some processes that drive the function of the school:

1. Weekly grade level meetings
2. Administrative monitoring of progress towards meeting the school's objectives and goals
3. The collaboration of teachers and the administrative team in curricular decision making
4. Administration makes available District workshops to staff members based on teaching assignments and interests
5. Leadership Team meetings to monitor the progress made on the SIP's goals
6. Collaboration with EESAC on both fiscal and curriculum decisions
7. After-school tutorials in mathematics, reading, and writing twice per week
8. An Academic Excellence Program that offers journalism, hands-on science and chess twice per week
9. Implementation of the Continuous Improvement Model. The PDSA Cycle (Plan, Do, Study, Act) is a continuous quality improvement model consisting of a logical sequence of four repetitive steps for continuous improvement and learning.

Performance Results:

This section will analyze additional areas that the Continuous Improvement Model has impacted. The results of the 2007 Organizational Self Assessment Survey indicate that there is satisfaction in the educational results at Fulford Elementary. On the section titled, Business Results scored an average of 4.3 out of 5.0. The items in this section that scored the highest were "My customers are satisfied with my work," "My work products meet all requirements for high quality and excellence," and "My work location obeys laws and regulations." Besides testing, there are other measures that indicate that our school is making an impact:

1. The student attendance percentage for the 2006-2007 school year was 96.70.
2. The inclusion rate is 54.4%.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will be literate members of society.

Needs Assessment



School Improvement Plan

2007-2008



Results of the 2007 FCAT Reading Assessment indicate that 64% of students have met the state required mastery level and 68% have made annual learning gains. The scores reflect a twelve percentage point increase of the lowest 25% achieving learning gains from 62% to 74%.

An analysis of the 2007 FCAT Reading content cluster results for grade three students indicates a need to focus instruction in the areas of Reference/Research and Main Idea/Purpose.

An analysis of the 2007 FCAT Reading content cluster results for grade four students indicates a need to focus instruction in the content cluster of Words/Phrases and Main Idea/Purpose.

An analysis of the 2007 FCAT Reading content cluster results for grade five students indicates a need to focus instruction in the content clusters of Words/Phrases, Main idea/Purpose, and Reference/Research.

The data indicates that the greatest movement for grade three was from Level 2 to Level 3. The data also indicates a need to focus on FCAT Levels 1 and 4 to ensure that all students make adequate learning gains. The focus on these instructional efforts should result in a substantial increase in student achievement.

The data indicates that the greatest movement for grade four was from Level 2 to Level 3. The data also indicates a need to focus on FCAT Levels 1, 3, and 4 to ensure that all students make adequate learning gains. The focus on these instructional efforts should result in a substantial increase in student achievement.

The data indicates that the greatest movement for grade five was from Level 2 to Level 3. The data also indicates a need to focus on FCAT Levels 1, 3, and 4 to ensure that all students make adequate learning gains. The focus on these instructional efforts should result in a substantial increase in student achievement.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 69% of students reaching Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct after-school tutorials targeting the lowest 25th percentile of students in grades three through five based on the SAT 10 and 2007 FCAT Assessments.	Principal, Reading Coach, Selected Teachers	10/23/2007	03/13/2008	District-wide Literacy Plan	15000
Conduct after school Academic Excellence Program (AEP) twice a week.	Principal, Selected Teachers	10/2/2007	05/23/2008	Academic Enrichment Opportunities	0
Continue to implement and monitor Accelerated Reader Program in grades 2-5.	Principal, Media Specialist, Computer Teacher, Classroom Teachers	9/4/2007	5/21/2008	District-wide Literacy Plan	0
Disaggregate and analyze the 2007 FCAT Reading and District Interim Assessment data to identify strengths and opportunities for improvement for instructional purposes.	Principal, Assistant Principal, Reading Coach, Classroom Teachers, Leadership Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Analyze DIBELS and school-based assessments to focus on areas of need and to monitor student progress and guide instruction.	Principal, Assistant Principal, Reading Coach, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the CRRP and SSS with intensive focus on guided reading, vocabulary development, and comprehension skills.	Principal, Reading Coach, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement grade level meetings utilizing the Reading Pacing Guide for students in kindergarten through grade five.	Principal, Reading Coach, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize SuccessMaker, FCAT Explorer, Riverdeep, Voyager and other innovative programs to promote independent reading and improve comprehension, in addition to the regular 90-minute block of Reading/Language Arts instruction.	Principal, Reading Coach, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement and monitor Reading Plus Program for identified students in grades 3-5.	Principal, Computer Teacher, Classroom Teacher	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

- * Houghton Mifflin Reading Series
- * Reading Plus
- * Quick Reads
- * Voyager Passport
- * STAR
- * Accelerated Reader
- * FCAT Explorer
- * SuccessMaker
- * Riverdeep
- * School-wide Enrichment Model

Professional Development

- * FCAT Data Analysis
- * Development and analysis of grade level assessments
- * Comprehensive Research-Based Reading Program (CRRP)
- * DIBELS Data Interpretation
- * Attendance of District and Regional Workshops
- * Attendance at State Reading Conference
- * Houghton Mifflin Workshops



School Improvement Plan 2007-2008



Evaluation

- * Houghton Mifflin weekly grade level assessments
- * Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- * Diagnostic Assessment of Reading (DAR)
- * District Interim Assessments
- * 2008 administration of FCAT Reading Assessment

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Assessment indicate that 67% of students have met the state required mastery level and 65% have made annual learning gains.

Students in grades three and four have exceeded the minimum state required mastery level. The data analysis indicates that grade five will receive necessary mathematics instruction and assistance.

An analysis of the 2007 FCAT Mathematics content cluster results for grade three students indicates the strength is in Data Analysis and Probability. The data further indicates a need to focus instruction in the area of Number Sense.

An analysis of the 2007 FCAT Mathematics content cluster results indicates that grade four students matched the district and state mean scores in all areas. There will be a focus on continual learning gains.

An analysis of the 2007 FCAT Mathematics content cluster results for grade five students indicates a need to focus instruction in the areas of Number Sense and Measurement.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 69 percent of students reaching Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement the Scott Foresman - Addison Wesley Mathematics Series.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Analyze District Interim Assessments for students in grades three through five to monitor students progress and to guide instruction.	Principal, Mathematics/Science Coach, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Integrate science into the mathematics curriculum.	Principal, Math/Science Coach, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Mathematics/Science Coach to further assist faculty in teaching mathematical concepts.	Principal, Mathematics/Science Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue grade level meetings utilizing the Mathematics Pacing Guide for students in kindergarten through grade five.	Principal, Mathematics/Science Coach, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Monitor the progress of Level 1 and Level 2 students of the 2007 FCAT Mathematics Assessment on a weekly basis.	Principal, Mathematics/Science Coach, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Dissaggregate and analyze the 2007 FCAT Mathematics and District Interim Assessment data to identify strengths and opportunities for improvement for instructional purposes.	Principal, Mathematics/Science Coach, Classroom Instructors	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct after-school tutorials for targeted students in grade five based on the 2007 FCAT Mathematics Assessment.	Principal, Mathematics/Science Coach, Selected Instructors	10/23/2007	3/13/2008	Continuous Improvement Model	5000
Incorporate on-line and site-based technology in the classroom to enhance mathematical skills for grades kindergarten through five.	Principal, Microsystems Technician, Computer Teacher, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize manipulatives in classrooms to increase understanding of mathematical concepts for students in kindergarten through grade five.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

- * Scott Foresman-Addison Wesley Mathematics Series
- * Riverdeep
- * FCAT Explorer

Professional Development

- * FCAT Data Analysis
- * Development and analysis of grade level assessments
- * Modeling Best Practices
- * Modeling Hands-on manipulatives
- * Scott Foresman-Addison Wesley Mathematics basal
- * Mathematics technology program
- * Attendance of District and Regional Workshops



School Improvement Plan 2007-2008



Evaluation

- * District Interim Assessments
- * Weekly grade level assessments
- * Scott Foresman-Addison Wesley assessments (Exam View Test Generator)
- * 2008 administration of FCAT Mathematics Assessment

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Data attained from the 2007 School Performance Accountability Results indicates that 89% of the students in grade four met the state standard of 3.5 or above in the 2007 administration of the FCAT Writing+ Assessment.

Results indicate that 72% of the students in grade four scored 4.0 or above in expository writing.

Results also indicate that 54% of the students in grade four scored 4.0 or above in narrative writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 90% of students in grade four will score 3.5 or above on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer expository/narrative bi-weekly writing prompts to students in grade four.	Principal, Classroom Teachers, Reading Coach	8/20/2007	2/8/2008	Academic Enrichment Opportunities	0
Conduct bi-weekly writing and scoring camps for students in grade four.	Principal, Fourth Grade Teachers, Reading Coach	8/20/2007	2/8/2008	Continuous Improvement Model	0
Model effective writing for students in grades kindergarten through five to increase exposure to effective writing.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize in-house FCAT practice writing prompts to conduct after-school tutorials twice a week to enhance writing skills.	Principal, Reading Coach, Fourth Grade Classroom Teachers	8/20/2007	2/8/2008	Academic Enrichment Opportunities	0

Research-Based Programs

- * Houghton Mifflin Reading Series
- * Buckle Down Publications

Professional Development

Initiate professional development that focuses upon:

- * FCAT Data Analysis
- * Analysis of District pre and post assessments
- * Development of class writing prompts
- * Techniques to improve the delivery of instruction
- * Scoring of student writing samples using the rubric
- * Pre-writing and editing skills

Evaluation

- * District required writing pre and post assessments
- * Bi-weekly writing assessments
- * 2008 administration of the FCAT Writing+ Assessment

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Increase the number of students meeting high standards with the use of scientific knowledge.

Needs Assessment

The results of the administration of the 2007 FCAT Science Assessment reflect that 25% of the students scored at Level 3 or above. The state criteria is 50%.

An analysis of the 2007-2008 Science Content Cluster Comparative Data Results indicates that instruction needs to be focused in the areas of Earth/Space Science, Life/Environmental, and Scientific Thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase from 25% on the 2006-2007 FCAT Science Test to 50% on the 2007-2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct Academic Excellence Program (AEP) for advanced "Hands-On Science" two days per week to increase students' knowledge of the scientific method.	Principal, AEP Teacher	10/1/2007	5/23/2008	Academic Enrichment Opportunities	5039
Integrate mathematics and reading into science instruction.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Conduct weekly "hands-on" science experiments in grades kindergarten through five.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct grade level meetings utilizing the Science Pacing Guide in kindergarten through grade five.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct an Annual Science Fair.	Principal, Mathematics/Science Coach, Classroom Teachers	12/3/2007	12/19/2007	Continuous Improvement Model	500

Research-Based Programs

- * Scott Foresman Series

Professional Development

- * Modeling of hands-on learning activities
- * Attendance of District and Regional Workshops

Evaluation

- * FCAT Data Analysis
- * District Interim Assessments
- * Unit assessments from Scott Foresman Series
- * 2008 administration of the FCAT Science Assessment

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of the 2006-2007 Annual Survey of Title I Parental Involvement indicates that 2227 parents participated in school-based activities. This data indicates a 16% increase in the level of parent participation when compared to 2005-2006 data.

Measurable Objective

Given the need to establish a link between the home and community in order to support the efforts of improving the academic achievement of students, parental and community involvement will increase 10% from 2227 parent participants during the 2006-2007 to 2449 parent participants during the 2007-2008 school year as documented by attendance logs maintained by the Community Involvement Specialist.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disseminate communications to parents in three languages.	Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Diversity & Educational Equity	500
Schedule Parent Academy courses to offer parents the opportunity to participate and improve in academics.	Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Increase parental contact through the Family Outreach Center to promote parental involvement in academics and technology.	Principal, Community Involvement Specialist, Reading Coach, Computer Teacher	8/20/2007	6/5/2008	Dual Language	0
Develop and conduct grade-level specific workshops to inform parents of expectations and help promote a partnership that engages parents in their child's achievement as well as enhances their own personal growth.	Principal, Grade Level Teams	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Utilize a district-initiated survey in order to assess parental needs and interests.	Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	500
Utilize Connect-Ed Communications System to communicate school information.	Principal, School District	8/20/2007	6/5/2008	Exchange Meaningful Information	0

Research-Based Programs

- * National PTA Standards for Parent/Family Involvement Program
Just Read, Families!

Professional Development

- * Coordinating of training to enhance parental involvement support
- * Educational Excellence School Advisory Council (EESAC)
- * Parent Teacher Association (PTA)
- * Regional Center/School-based parental involvement workshops

Evaluation

Sign-in sheets and logs to document:

- * School-based activities/workshops
- * District Advisory Council (DAC)
- * Parent Advisory Council (PAC)
- * EESAC meetings
- * PTA meetings
- * The Parent Academy (TPA)
- * Home Instruction Program for Pre-school Youngsters (HIPPY)

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Analysis of the Student Case Management System Suspension reports for students indicates that 44 days of outdoor suspension were documented during the 2006-2007 school year.

Teachers should implement classroom management strategies that will support positive behaviors and align the Assertive Discipline Plan with the Code of Student Conduct.

Additionally, a conflict resolution program will be established for students as an alternative to outdoor suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions from 44 days in 2006-2007 to 40 days as reflected by the 2007-2008 Student Case Management System Suspension report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor and review student referrals regularly to identify repeated patterns of behaviors in order to provide appropriate assistance.	Principal, Assistant Principal	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Ensure student awareness and involvement utilizing Safety Patrols.	Principal, Selected Teachers	8/20/2007	6/5/2008	Safe and High-quality Facilities	175
Ensure that all staff members follow the monitoring procedures for student arrival and dismissal.	Principal, Selected Staff Members	8/20/2007	6/5/2008	Safe and High-quality Facilities	1844
Align grade level Assertive Discipline Plans with the Code of Student Conduct.	Principal, Classroom Teachers	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Monitor Student Case Management System (SCMS) reports on a quarterly basis.	Principal, Assistant Principal	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Continue to implement Drug Awareness Resistance Education (D.A.R.E.) Program.	Principal, 5th Grade Teachers, North Miami Beach Police, Guidance Counselor	10/1/2007	6/5/2008	Healthcare & Healthy Choices	0
Employ an additional fulltime security monitor.	Principal, Security Personal	8/16/2007	6/5/2008	Safe and High-quality Facilities	5000
Monitor and review referrals in order to provide assistance for teachers.	Principal, Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Functional Assessment of Behavior (FAB)
Behavior Intervention Plan (BIP)

Professional Development

- * Conflict resolution
- * Peer mediation
- * At risk counseling
- * Classroom management strategies
- * Assertive Discipline Plan
- * Reducing Referrals

Evaluation

- * Number of suspension days indicated on the 2007-2008 Student Case Management System Suspension report
- * 2007-2008 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Technology will be used as a resource tool to increase student performance on the FCAT Reading and Math Assessments for the 2007-2008 school year.

Needs Assessment

The data indicates that the greatest movement for grade three was from Level 2 to Level 3. The data also indicates a need to focus on FCAT Levels 1 and 4 to ensure that all students make adequate learning gains.

The data indicates that the greatest movement for grade four was from Level 2 to Level 3. The data also indicates a need to focus on FCAT Levels 1, 3, and 4 to ensure that all students make adequate learning gains.

The data indicates that the greatest movement for grade five was from Level 2 to Level 3. The data also indicates a need to focus on FCAT Levels 1, 3, and 4 to ensure that all students make adequate learning gains.

Based on the results of the 2007 FCAT Reading Assessment, students will be placed in SuccessMaker or Reading Plus.

Measurable Objective

Given the utilization of SuccessMaker as an intervention tool, students in the lowest 25 percentile in grades three through five will increase two levels by the end of the school year, as evidenced by SuccessMaker summary report in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a professional development plan to address staff needs for all of the software and technology assisted programs utilized at the school.	Principal, Technology Coordinator, Media Specialist	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Implement a master schedule for computer intervention.	Principal, Technology Coordinator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Maintain and upgrade computers to enhance student performance.	Principial, Microsystems Technician, Technology Coordinator, Media Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct a school survey of instructional staff to determine competency regarding technology.	Principal, Media Specialist, Computer Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize SMART Boards to enhance the interactive use of technology in classrooms.	Principal, Microsystems Technician, Media Specialist, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

- * National Educational Technology Standards (NETS)
- * International Society for Technology in Educaton (ITSE)
- * SuccessMaker
- * STAR
- * Accelerated Reader
- * Reading Plus
- * Riverdeep
- * FCAT Explorer
- * EduSoft

Professional Development

- * Electronic Gradebook
- * SuccessMaker
- * Accelerated Reader
- * SMART Board

Evaluation

- * SuccessMaker summary reports
- * 2008 FCAT Assessment results

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

The school will align its fitness program with the National Standards for Physical Education.

Needs Assessment

Data obtained from the 2007 FITNESSGRAM indicates that 84% of the students in grades four and five met the minimum fitness-related standards and received awards.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and five will improve their fitness skills as evidenced by 85% of students achieving Silver or Gold awards on the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate health and fitness videos into curriculum.	Principal, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	100
Promote nutrition to students through the use of morning announcements, healthy meal selections with appropriate portions, science curriculum, and fitness.	Principal, FacultyStaff	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Administer a fitness pre-test to determine baseline measures.	Principal, Physical Education Teachers	9/5/2007	10/12/2007	Continuous Improvement Model	0
Utilize Physical Education Pacing Guide for grades two through five.	Principal, Physical Education Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Dedicate instructional time to fitness related activities on a daily basis.	Principal, Physical Education Teachers	8/20/2007	6/5/2008	Healthcare & Healthy Choices	1900

Research-Based Programs

- * National Standards for Physical Education

Professional Development

- * FITNESSGRAM
- * Fitness Activities

Evaluation

- * Monitor and checklist of student performance
- * Bi-weekly site-developed assessments on fitness
- * 2008 administration and results of the FITNESSGRAM

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Students will develop an appreciation for the visual arts.

Needs Assessment

Research indicates that schools with a strong art program often report a rise in test scores. One possibility is that the same schools that treat the arts seriously institute other kinds of innovations that are favorable to academic learning. Certain innovations are always found in schools that grant the arts a serious role. This finding could account for schools with serious art programs having high academic performance.

A review of the sign-in logs indicates that 88% of grade two through five students participated in the school-wide art show and/or community displays.

The art department has observed that instruction in the area of three-dimensional art needs to be enhanced.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades two through five will display art work throughout the year in various venues to include schoolwide art shows and community displays as evidenced by 90% participation documented by sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate the use of art prints and 3-D art for grades two through five.	Principal, Art Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0
Display students' artwork in school and community with local partners.	Principal, Art Teacher, Community Partners	8/20/2007	6/5/2008	Continuous Improvement Model	0
Model art techniques and utilize art media for grades two through five.	Principal, Art Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0
Enter students' artwork in District-sponsored competitions.	Principal, Art Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement hands-on engagement in art production for grades two through five.	Principal, Art Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

- * Portfolios: State of the Arts Program, Grades 2-5
- * National Art Education Association

Professional Development

- * Use of various media and art techniques in art classes and content classrooms
- * Attendance at various venues such as museums, cultural centers, and cultural fairs/exhibits in the community

Evaluation

- * Monitor and analyze progress of students' artwork via Electronic Gradebook
- * Teacher-developed assessments such as observations, written, and oral critiques
- * Document student participation at various venues during the 2007-2008 school year utilizing student sign-up logs

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Fulford Elementary School will receive adequate return of their investment.

Needs Assessment

Higher learning gains is the driving variable in obtaining a higher ROI Index.

In 2003-2004, the Return on Investment (ROI) percentile rank was 31. In 2004-2005, the ROI percentile rank was 61.

Measurable Objective

Fulford Elementary School will improve its percentile rank from 61% on the 2004-2005 State of Florida Return on Investment (ROI) publication to 62% on the next State of Florida (ROI) publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC, Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Become more informed about the use of financial resources in relation to school programs.	Principal, EESAC, Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Return on Investment Indicator:

- * Higher level of learning gains achieved by students on the 2008 administration of the FCAT Reading and Mathematics Assessment
- * Progress on the next State of Florida ROI Index publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC continued to determine, in conjunction with the school principal, the process of establishing the budget system for the 2006-2007 school year and expended the EESAC budget in support of schoolwide initiatives.

Training:

The EESAC continued to make recommendations in areas of professional growth to enhance the staff's professional development plans in curriculum, technology, and safety management. In-services that targeted student achievement continued to be an EESAC priority.

Instructional Materials:

The EESAC continued to review and recommend instructional materials for use in the classroom.

Technology:

The EESAC continued to recommend the purchase of technology for curriculum enhancement needed to improve student achievement.

Staffing:

The EESAC continued to support the hiring of highly-qualified teachers and support staff.

Student Support Services:

The EESAC continued to support the services of counseling, security, custodial staff, cafeteria staff, and after-school programs. These services enhanced the students' learning by contributing to a safe, comfortable, and inviting environment.

Other Matters of Resource Allocation:

The EESAC continued to recommend funding for software, after school tutorial program personnel, additional technological equipment, curriculum materials, and the aesthetic improvement of the students' surroundings.

Benchmarking:

The EESAC continued to develop and review the School Improvement Plan and supported curriculum developments that enhanced student achievement. The EESAC continued to support networking activities between feeder-pattern schools and other high performing schools.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC continued to participate with the school safety committee to evaluate safety/disciplinary issues and proposed intervention strategies. The EESAC continued to monitor and solicit input from parents, the PTA, and district and community law enforcement on school safety issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	15000
Mathematics	5000
Writing	0
Science	5539
Parental Involvement	1000
Discipline & Safety	7019
Technology	0
Health & Physical Fitness	2000
Electives & Special Areas	0
Return On Investment	0
Total	35558



School Improvement Plan 2007-2008



Date of Review: _____

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent