

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Hialeah Elementary School (2361)

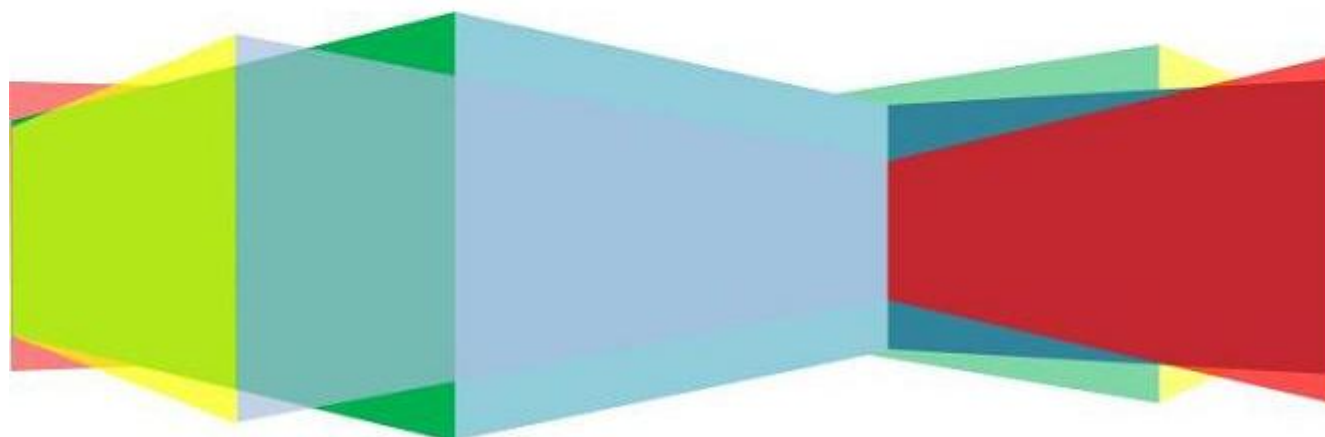
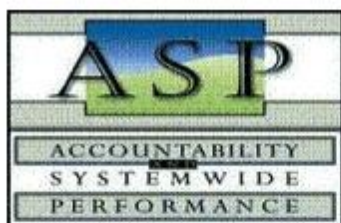
Feeder Pattern - Miami Springs Senior

Regional Center III

District 13 - Miami-Dade

Principal - Carolina Naveiras

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Hialeah Elementary School is located at 550 E. 8th Street, Hialeah, Florida, and it serves a population of 901 students from pre-kindergarten through fifth grade. The student population is composed of 814 Hispanics, 51 Black, 33 White, two Multicultural and one Asian. This school site was built in 1948 on four acres of land, with access to a six-acre city park, and it's currently undergoing renovation and construction. At the present time, it contains 35 classrooms and five portables, a cafeteria, a media center, a physical education shelter and a storage shed. The main building was retrofitted for Internet accessibility for all classrooms. The media center also contains an advanced closed-circuit television center and Internet access. Each classroom is equipped with six computers with access to the Internet. Hialeah Elementary employs a total of 110 staff members. Seventy-five members of the staff are Hispanic, 19 members are Black, and five members are White. Of this group, we have two highly qualified administrators. Hialeah Elementary has one Principal, one Assistant Principal, one Lead Teacher, one Reading Coach, 43 classroom teachers, four Special Education (SPED) teachers, 19 special areas teachers, one speech pathologist, one pool substitute, two security monitors, one micro-system technician, one media specialist, one guidance counselor, three full-time paraprofessionals, six part-time paraprofessionals, one library aide, one parent outreach specialist, six custodians, 10 cafeteria workers, and five lunch room monitors. Hialeah Elementary school, a Title I Funded school, provides basic educational services, based on the Sunshine State Standards. Our valuable strength is our partnership with Weeks Gas, Regions Bank, and Dominoes Pizza. These partnerships have proven to be pivotal in providing additional resources to the students, teachers, and parents. A few of the fruitful projects are the establishment of the Parent Academy and performance incentives for teachers, students, and parents. The challenges that Hialeah Elementary confronts are mostly due to the low socioeconomic status of the community. In addition, some students are new to the United States and their home language is Spanish, categorizing these students as English Language Learners(ELL)students. This makes language a vital component that has to be addressed in educating these children. Many students do not have the use of technology nor the proper resources at home to help them make an easy transition to the learning process. Our school serves a population of 17 in the Gifted program, 17 in the regular Voluntary Pre-Kindergarten(VPK), and 16 in the role model VPK. The total number of English Language Learners Level 1 is 47, and Level 2 is 41. The FCAT summary report indicates that the percentage of students working at Level 1 in the FCAT Reading are: 15 percent in third grade, 28 percent in fourth grade, and 31 in fifth grade. The percentage of students working at a Level 2 on the FCAT Reading is: 10 percent in third grade, 19 percent in fourth grade, and 22 in fifth grade. In the Mathematics portion of the FCAT, the percentage of students working at a Level 1 is: 7 percent in third grade, 22 percent in fourth grade, and 40 percent in fifth grade. The percentage of students working at a Level 2 is: 14 percent in third grade, 22 percent in fourth grade, and 26 percent in fifth grade. The attendance rate for the school year 2006-2007 at Hialeah Elementary was 90.8 percent compared to the district, which was 94.96 percent, and the state was 92 percent. The promotion/graduation rate at our school indicated that 12 third graders were retained, 4 Kindergarten students were retained, and conversely all of the fifth grade students were promoted. The feeder pattern schools for the promoted fifth grade students of Hialeah Elementary will be Miami Springs Middle and Henry Filer Middle. Miami Springs Middle has a grade of C, and Henry Filer Middle has a grade of B. Hialeah Elementary School was awarded Promoting Science Among English Language Learners (P-SELL) program grant to enhance the Science hands-on curriculum to benefit all learners in the intermediate grades.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, White students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, White students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skill as evidenced by an increase of 1 percentage points in the number of students achieving high standards on the 2008 Administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, Black students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Hispanic students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, White students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, English language Learners (ELL) students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

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

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage points increase in parental and community interaction as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school year.

Given the emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on the use of technology in education, all students will augment their usage of FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades three through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in after-school enrichment programs, the number of students enrolled in the art club, instrumental music program and Hialeah Elementary School's chorus will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2004-2005 to the 60th percentile on the next publication of the index.



School Improvement Plan

2007-2008



The Organizational Performance Improvement Snapshot (OPIS) survey indicated that the staff is comfortable using and analyzing data to effectively plan, make changes, and instruct. Based on the results of the OPIS survey, items 1g and 7c were identified as in need of improvement. Item 1g pertains to the strategic planning category, and item 7c pertains to the employee's financial knowledge of the organization. These two items were selected because they have the lowest average scores among the items surveyed in the seven categories. Item 6g is under the Leadership category, and item 7c is under the business results category. The administration plans to address these items by providing every resource necessary to facilitate the staff's jobs. For instance, the principal and the assistant principal are doing everything in their power to expedite the arrival of delayed reading materials to some classrooms. In addition, the administration will openly discuss in team meetings the financial status of the school.



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.

2361 - HIALEAH ELEMENTARY SCHOOL

VISION

The staff, parents and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together, under the principal's strong leadership, we will strive to develop each student's academic, social, physical, and emotional potential in order to develop productive citizens in our multi-cultural and changing world.

MISSION

Hialeah Elementary School, taking into account the many different cultures that are represented in its student body, is dedicated to providing quality education to those students that attend. The dedicated staff at Hialeah Elementary encourages community involvement. Everyone, including parents, neighboring businesses, local television, and sports figures are utilized in the development of good networking events that are scheduled throughout the school year to promote an enthusiastic learning environment. This type of community-based education is what continues to motivate the entire Hialeah Elementary staff to excel in all academic endeavors.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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

Equity

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

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.

Citizenship

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

School Demographics

The principal at Hialeah Elementary School has high expectations for the students and the staff. As a result of that fervor, the learning community at Hialeah Elementary School strives for total success. Hialeah Elementary School is located at 550 E. 8th Street, Hialeah, Florida, and it serves a population of 901 students from pre-kindergarten through fifth grade. The student population is composed of 814 Hispanics, 51 Blacks, 33 Whites, two Multicultural and one Asian. This school site was built in 1948 on four acres of land, with access to a six-acre city park, and it's currently undergoing renovation. The renovation project consists of the removal of old windows and the placement of new ones, as well as removing the unit air conditioning and replacing them with central air conditioning in the old building. At the present time, our school contains 40 classrooms and 5 portables, a cafeteria, a media center, a physical education shelter, a storage shed, a music room, and an art room. The main building was retrofitted for Internet accessibility for all classrooms. The media center also contains an advanced closed-circuit television center and Internet access. Each classroom is equipped with six computers with access to the Internet.

Hialeah Elementary employs a total of 110 staff members. Seventy-five members of the staff are Hispanic, 19 members are Black, and five members are White. Of this group, we have two highly qualified administrators. The Principal worked in the District Office as a director in School Operations as an Executive Director in Management Selection. Previously, she worked as an Assistant Principal at James H. Bright Elementary for six years. This is her fifth successful year as a principal. Hialeah Elementary has one Assistant Principal, one Lead Teacher, one Reading Coach, 43 classroom teachers, four Special Education (SPED) teachers, 19 special areas teacher, one speech pathologist, one pool substitute, two security monitors, one micro-system technician, one media specialist, one guidance counselor, three full-time paraprofessionals, six part-time paraprofessionals, one library aide, one parent outreach specialist, six custodians, 10 cafeteria workers, and five lunch room monitors. The percentage of full-time employees is 87 percent, and 24 percent part-time employees. Strategies being utilized by the school to recruit and retain highly qualified teachers include methods employed by the administrators that allow for teachers to feel fulfilled in their positions. Teachers are provided with strategies and training to allow for their expansion and ease in high-need academic areas such as reading. The open-door policy utilized by administrators to address individual or grade level concerns has a great impact on the overall sense of acceptance, and as a result aid in the retention of such teachers.

The Leadership Team is composed of the Lead Teacher, the Reading Coach, the Computer Lab specialist, the Community Involvement Specialist (CIS), and 9 regular teachers. The school does not have any concerns regarding vacancies, recruitment, or retention of teachers. Hialeah Elementary School, a Title I Funded school, provides basic educational services based on the Sunshine State Standards. Instruction is provided in traditional classroom settings; the average teacher to student ratio in grades Kindergarten through third grade is 1:18, and in fourth through fifth grade is 1:22. The average teacher to student ratio in SPED is 1:15, with an average class size of 15 per grade level. The average teacher to student ratio in Pre-Kindergarten is 1:19. Hialeah Elementary will serve as a model school for a Role Model VPK with a population of 16 students, 8 of those students are in regular education and will serve as role models for 8 SPED students. The total population of students in the school is 887, out of which, 585 are on free lunch, and 146 are on reduced lunch. The No Child Left Behind (NCLB) subgroups are 48 Black, 804 Hispanic, 1 Asian, 33 White, and 2 Multicultural. Our school serves a population of 17 in the Gifted program, 17 regular VPK, and 16 in the Role Model VPK. The total number of English Language Learners (ELL) ESOL Level 1 is 47, and ESOL Level 2 is 41.

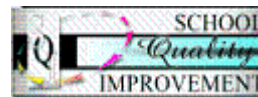
The FCAT summary report indicates that the percentage of students working at Level 1 in the FCAT Reading is 15 percent in third grade, 28 percent in fourth grade, 31 percent in fifth grade. The percentage of students working at a Level 2 on the FCAT Reading is 10 percent in third grade, 19 percent in fourth grade, and 22 percent in fifth grade. In the Mathematics portion of the FCAT the percentage of students working at a Level 1 is 7 percent in third grade, 22 percent in fourth grade, and 40 percent in fifth grade. The percentage of students working at a Level 2 is 14 percent in third grade, 22 percent in fourth grade, and 26 percent in fifth grade. The curriculum is enhanced through a variety of programs in all grades; these programs are: The Accelerated Reader Program, Teaching Enrichment Activities to Minorities (T.E.A.M.), Academic Excellence Enrichment Program, Bilingual Parent Outreach, the After School Tutorial Program, the Gifted Program, Computer classes, and the Literacy Diet Program. Among the unique aspects of our strengths, Hialeah Elementary offers students enrichment activities such as Tiger Bank, Take Your Child to Work Day, Career and Truck Day, Community Outreach Program, and the Academic Excellence Enrichment Program. In addition, Hialeah Elementary endeavors to link with the community throughout the school year in several ways. Among these are the school web-site, Student-Parent Handbook, school agendas, monthly calendars, school bulletins, teacher voice-mail accessibility, School Volunteer Program, parent workshops, "Reading Under the Stars", Report Card Day, Math and Science Night, Hispanic and Black History shows, Kindergarten Parent Workshops, and PTSA sponsored school-wide activities. Another valuable strength is our partnership with Weeks Gas, Regions Bank, and Dominoes Pizza. These partnerships have proven to be pivotal in providing additional resources to the students, teachers and parents. A few of the many fruitful projects are the establishment of the Parent Academy and performance incentives for teachers, students and parents.

The Organizational Performance Improvement Snapshot survey indicated that the staff is comfortable using and analyzing data to effectively plan, make changes, and instruct. The challenges and disadvantages indicators that Hialeah Elementary confronts are mostly due to the low socioeconomic status of the community. In addition, some students are new to the United States and their home language is Spanish, categorizing these students as English Language Learners (ELL) students. This makes language a vital component that has to be addressed in educating these children. Many students do not have the use of technology nor the proper resources at home to help them make an easy transition into the learning process. Home visits by the Community Involvement Specialist have shown that some parents work numerous low entry jobs to make ends meet and are often unaware of how to help their



School Improvement Plan

2007-2008



children with academics. The parents of these students are employed in low-level jobs, which provide only the basic needs of shelter and food. Their lives and those of their children need to be enhanced through governmental assistance and by the provision of services at the school site such as parenting skills classes, child safety classes, parent curriculum workshops, and low cost after school-care through the YMCA program. The PTSA is instrumental in identifying the neediest families in our community. It provides them with direct assistance, such as, references to appropriate social service agencies, as well as providing basic necessities, including eyeglasses, hearing aids, recycled uniforms, and holiday toys. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through after school tutoring programs.

The Organizational Performance Improvement Snapshot survey indicated that staff members found challenges communicating and receiving feedback with customers. The Community Involvement Specialist (CIS) is working with parents and teachers to open additional lines of communication through home visits and parent workshops. Some opportunities for improvement are parental involvement and academic growth. Although parental involvement has steadily improved, the number of parents attending schools functions and workshops are not at the desired level. Attendance can increase by scheduling additional bilingual workshops as well as an in-house Parent Academy. Similarly, academic growth has been improving, especially in reading, writing and math. In addition, the Organizational Performance Improvement Snapshot survey indicated some opportunities for improvement. The principal, along with the leadership team, have carefully analyzed the results and determine that the faculty will be informed about the financial status of the school during team meetings and Educational Excellence School Advisory Council (EESAC) meetings.

The attendance rate for the school year 2006-2007 at Hialeah Elementary was 90.8 percent compared to the district, which was 94.96 percent, and the state was 92 percent. The promotion/graduation/retention rate at our school indicated that 12 third graders were retained, 4 Kindergarten students were retained, and conversely all of the fifth grade students were promoted. The feeder pattern school for our promoted fifth grade students of Hialeah Elementary will be Miami Springs Middle and Henry Filer Middle. Miami Springs Middle has a grade of C, and Henry Filer Middle has a grade of B. Hialeah Elementary does not have a feeding school. Hialeah Elementary School was awarded Promoting Science Education among English Language Learners (P-SELL) program grant to enhance the Science hands-on curriculum in order to benefit all learners in the intermediate grades.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot (OPIS) survey indicates an overall category average score of 4.5. The OPIS survey items related to leadership indicated that the leadership at Hialeah Elementary sets direction for the school by clearly sharing the mission and vision with all staff members and by modeling the organization's values to guide the faculty. The principal creates a work environment where teachers are informed of what is important and encourage them to learn in order to advance in their careers. In addition, the leadership creates an atmosphere where teachers can freely express their thoughts and concerns.

District Strategic Planning Alignment:

The OPIS survey indicates an overall category average of 4.3. Results from the Organizational Performance Improvement Snapshot survey indicated that the faculty at Hialeah Elementary is knowledgeable about the objectives of the school improvement plan and has participated in the creation of said goals. Furthermore, teachers have the tools to monitor their students' progress on a weekly basis allowing data driven instruction.

Stakeholder Engagement:

The OPI survey indicates an overall category average of 4.4. According to the Organizational Performance Improvement Snapshot survey, teachers have magnificent relationships with parents and students. Teachers try to maintain open lines of communication with their customers to find out their needs and concerns. Similarly, customers have the opportunity to express their satisfaction about the teachers' performance.

Faculty & Staff:

The OPIS survey indicates an overall category average of 4.4. According to the Organizational Performance Improvement Snapshot survey, the staff at Hialeah Elementary believes and practices a team approach to achieve success in the overall function of the school. Teams work interdependently in order to achieve success. This approach helps staff members to be informed about the school and their overall performance within the school. Hialeah Elementary has a district funded mentoring program, Mentoring and Induction for New Teachers (MINT) that permits the school to assign a veteran teacher to mentor novice teachers on a continuous basis. In addition, grade level chairs and department chairs are always supervising and providing assistance as needed.

Data/Information/Knowledge Management:

The OPIS survey indicates an overall category average of 4.5. Results from the Organizational Performance Improvement Snapshot survey indicated that the staff at Hialeah Elementary has the knowledge and the ability to utilize data to monitor the progress of its employees and school functions. Additionally, the school constantly recognizes and celebrates the efforts of its employees.

Education Design:

The OPIS survey indicates an overall category average of 4.5. The Organizational Performance Improvement Snapshot survey indicated that the staff at Hialeah Elementary believes that their work product meets all requirements for high quality and excellence. Hialeah Elementary provides several extended learning opportunities for its students during the school year. The after-school programs include a number of clubs that promote self-confidence and social awareness. These clubs include chorus, strings, band and dance team. All these clubs perform throughout the year at the school as well as throughout the neighboring community. Also, the Art Appreciation Club and Science Club meet after school. Hialeah Elementary gifted students are now participating in our in-house gifted program.

Performance Results:

The OPIS survey indicated an overall category average of 4.4. Based on the results of the Organizational Performance Improvement Snapshot, Hialeah Elementary has a strong leadership that sets direction for the school, involves employees in the creation of objectives and goals, addresses the level of satisfaction of its customers, considers and fosters team work, and utilizes data to monitor progress.

Schools Graded 'C' or Below

Professional Development:

Teachers at our school regularly attend workshops/in-services that tend to the acquisition of professional development. Teachers enhance their instructional delivery through The Literacy Diet, an instructional program that targets phonics and phonemic awareness for the primary grades, and the P-SELL science program for the intermediate grades through the attendance of on-going workshops throughout the year. Teachers are provided with additional workshops that support and enhance differentiated instruction strategies such as the Comprehensive Research-Based Reading Plan, writing, Summer Heat seminars.

Disaggregated Data :

Student achievement data is used to determine the effectiveness of instructional strategies by providing teachers with an opportunity to disaggregate, discuss, and analyze student data and reports. The reports and data analyzed include District Interim Assessments, bi-weekly assessments, and previous FCAT scores. These reports are reviewed and used to drive instruction and provide individualized instruction to those students identified in the lowest 25 percentile of each AYP subgroup.

Informal and Formal Assessments:

Ongoing formal and informal assessments used during the school year to measure student progress include the District Interim Assessments, bi-weekly benchmark assessments, STAR, FCAT Test Maker, teacher made quizzes, and the 2008 FCAT Writing+, Reading, Mathematics, and Science Tests.

Alternative Instructional Delivery Methods :

Alternative instructional delivery methods that allow the school to reach all AYP subgroups will include computer-based instruction, visual aids, small group instruction, collaboration, and co-teaching models.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will be literate members of the society.

Needs Assessment

An assessment of the data reveals that 25 percent of third grade students scored below Level 3 on the FCAT Reading Test. Forty-seven percent of grade four students scored below Level 3 on the FCAT, and 53 percent of fifth grade students failed to reach an achievement Level 3. Forty-two percent of students did not make learning gains in reading and 49 percent of students in the lowest 25 percent did not make adequate progress. Students from third through fifth grade were less successful with (1) Reference and Research (2) Word Phrases (3) Main Idea (4) Comprehension. Student performance on their assessment reveals a need for teachers to specifically target and meet the needs of those students who are struggling with the FCAT tested benchmarks. To reach state mastery levels, underachieving students will be provided with school tutorial programs, access to Riverdeep programs at school and at home. In addition, students will be expected to participate in Accelerated Reader and using FCAT Explorer and Access 2 Learn FCAT practices. Students will continue the use of the CARS and STARS program to assist in their comprehension of the FCAT tested benchmarks. Their assessment also revealed a possible need for a Comprehensive Research-based Reading Plan(CRRP) staff development on the reading Scope and Sequence and Item Specs, and the use of the reading action plan checklist that teachers must adhere to.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

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Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement District Pacing Guide aligned to the Sunshine State Standards. This will comprise of all the strands tested on the FCAT to ensure continuous improvement in the area of reading.	Administrators and Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement staff development in-services that will comprise of teacher instructed workshops, such as data analysis and Sunshine State Standards (SSS) training.	Administrators/ Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide parents with a continuous agreement (compact) that encourages parents to assist their children with home learning and to attend parent workshops.	Administrators/Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students in Levels 1 and 2 on the FCAT Reading Test and provide small group tutoring interventions during the school day.	Administrators/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer Reading pre-test to acquire baseline data to identify areas of weaknesses, and provide immediate intensive intervention.	Administrators/Lead Teacher	8/20/2007	6/5/2008	Continuous Improvement Model	0
Infuse technology to improve reading abilities utilizing programs such as Rigby Software Storybooks, the Accelerated Reader Program (Grades 1-5), FCAT Explorer (Grades 3-5), Riverdeep (Grades K-3), Fast Forward (for grade 3 retainees and the lowest 25 percent in grade 2).	Administrators/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Comprehensive Assessment for Reading Strategies (CARS) and Strategies To Achieve Reading Success (STARS) reading program to increase comprehension and provide practice with self-assessment and goal setting.	Administrators/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	1285.5
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Research Based programs that will be used to facilitate our objective will be the use of the Houghton Mifflin Reading Series, Reading Plus, Soar to Success, and Voyager Passport.



School Improvement Plan 2007-2008



Professional Development

Based on the needs assessment, professional development training will include in-services on the following topics: 1. Continued training on computer software such as Riverdeep, FCAT Explorer, Success Maker, Edusoft, Snapshot and Accelerated Reader. 2. Continued training on data analysis of student's assessments. 3. Continued training on the District Pacing Guide and item specifications. 4. Continued training on differentiated instruction strategies that facilitate the instruction of all strands found on the FCAT Reading Test.

Evaluation

The 2008 FCAT Reading Test results will show a five percentage points increase.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

An assessment of the data reveals that 21 percent of third graders scored below FCAT Level 3; 44 percent of fourth graders scored below FCAT Level 3; and 66 percent of fifth graders scored below FCAT Level 3. In addition, 44 percent did not make learning gains in grades three through five. Furthermore, students need to improve the mean score in each skill tested. For example, the mean point earned by content in third grade is 8 out of 12 possible points in number sense; 6 out of 8 in measurement; 5 out of 7 in geometry; 4 out of six in algebraic thinking and 5 out of seven in data analysis. The mean point earned by context in fourth grade is 6 out of 10 possible points in number sense; 4 out of 8 in measurement; 4 out of 7 in geometry; 4 out of 7 in algebraic thinking; and 4 out of seven in data analysis. The mean point earned by context in fifth is 4 out of 13 in number sense; 4 out of 11 in measurement; 6 out of 13 in geometry; 4 out of 11 in algebraic thinking and 4 out of 12 in data analysis. However, student performance in these areas reveal the need for additional help in all of these areas (on the average, students perform at 50 percent or below mastery in these areas). To reach State Mastery Levels, identified students scoring below mastery will be provided with an opportunity to attend In-House tutoring. The assessment also uncovered needs which include, but are not limited to, the following: (1) the need for training in data analysis (2) the need for instructional training on computer software, such as Riverdeep and FCAT Explorer; and (3) the need for instructional frameworks across the curriculum and grade level which will encourage teachers to utilize the Sunshine State Standards' scope and sequence model effectively.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, White students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize District Mathematics Pacing Guide, aligned to the Sunshine State Standards. This will comprise of all the strands tested on the FCAT Mathematics Test to ensure continuous improvement.	Administrators/Leadership Team	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement staff development in-services that will comprise of professional development workshops on Data Analysis and Sunshine State Standards (SSS) training.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Issue a continuous agreement (compact) with parents and students that encourages parents to assist their children with home learning and attend parent workshops.	Administrators/Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students in Levels 1 and 2 on the FCAT Mathematics Test and provide small group tutoring interventions during the school day.	Administrators/Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer a mathematics pretest to identify the lowest 25 percentile of students and provide immediate intensive intervention.	Administrator/Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize computer programs such as Riverdeep (K-5) and FCAT Explorer (Grade 5) to enhance and reinforce mathematical skills and applications.	Administrators/Computer Lab Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide mathematical instruction in a small group setting to students identified as the lowest 25 percentile.	Administrators/Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an-going basis.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Research - based programs that will be used to facilitate our objective will be the use of Harcourt Math books, Voyager Math, Riverdeep, and FCAT Explorer.

Professional Development



School Improvement Plan 2007-2008



Based on the needs assessment, professional development training will include in-service on the following topics: 1. Increase training on data analysis of students' assessments, using Snapshot and Edusoft. 2. Continued training on computer software such as Riverdeep, FCAT Explorer and Success Maker. 3. Training on the math scope and sequence and item specs. 4. Training on teaching strategies that cover the five strands in mathematics (Number Sense, Measurement, Data Analysis, Algebraic Thinking and Geometry).

Evaluation

The 2008 FCAT Mathematics Test results will show an increase of five percentage points.

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

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

An assessment of the data reveals that 26 percent of fourth grade students did not attain mastery on the 2006-2007 FCAT Writing+. The assessment of data indicated the need, which includes, but is not limited to, the following: (1) In-house services related to writing and orchestrated by qualified teachers to support new teachers that are not familiar with fourth grade writing instruction and the FCAT scoring rubric. (2) Provide students with the opportunity to explore different forms and styles of writing across the curriculum. Students will benefit from the continuance of the writing programs, Write Time for Kids, and Writing Topic of the month, to strengthen their skills and abilities, as well as exposure to various styles and forms of writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skill as evidenced by an increase of 1 percentage points in the number of students achieving high standards on the 2008 Administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, Black students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Hispanic students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, White students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, English language Learners (ELL) students in grade four will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue grade level "Writing Topic of the Month", allowing students an opportunity to experiment with various forms and styles of writing which include, but are not limited to Expository and Narrative writing forms.	Administrators/Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Ensure skills being tested on the FCAT Writing+ test are taught by ability in Grade 4.	Administrators/Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Continue a compact with parents, which encourage them to become active partners, in their child's education through parent writing workshops.	Administrators/Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate "Write Time for Kids", a writing program in grades 1 through 5, to strengthen students writing skills and abilities.	Administrators/Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide students in Pre-Kindergarten through grade three with ample writing experiences through the implementation of the "Literacy Diet Program" and Writing on Wednesday (WOW) home learning activity.	Administrators/Reading Coach/Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Invite community journalists and authors as guest speakers to educate and motivate our third and fourth grade students about the important role of acquiring good writing skills.	Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide beginning teachers with an opportunity to observe the reading leader conducting lesson demonstrations in writing.	Administrator/Reading Coach	08/20/2007	06/5/2008	District-wide Literacy Plan	

Research-Based Programs

Research Based programs that will be used to facilitate our objective will be the writing portion of the Houghton Mifflin Reading series.

Professional Development

Based on the needs assessment of the writing objective, professional development training will include in-services on the following topics: 1. Training on data analysis of students' assessments in writing. 2. All new teachers to grades three and four will be trained on how to score writing samples utilizing the FCAT rubric. 3. Training on teaching strategies that cover narrative and expository writing forms.



School Improvement Plan 2007-2008



Evaluation

The 2008 FCAT Writing+ will show an increase of one percentage point.

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

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

An assessment of data revealed that 18 percent of fifth grade students scored Level 3 or above on the 2006 FCAT Science. The assessment also revealed that the mean points earned by content must be improved in the following strands: (1) Nature of Matter (2) Force and Motion (3) Process that shape the Earth (4) Earth and Space (5) Process of Life (6) How Living Things Interact with their Environment (7) Energy (8) Nature of Science. In addition, during the 2006 -2007 school year, fifth grade teachers continued with the training and implementation of the Promoting Science among English Language Learners (P-SELL) Program. P-SELL is a research based science program through the University of Miami in partnership with M-DCPS. This research program integrates language arts, mathematics, and science curriculum through a hands-on and inquiry based approach. The assessment of data indicated the need, which includes, but is not limited to, the following: (1) increase real world situations by using hands on science experiments with all students; (2) establishment of a science resource library for all teachers; (3) In-House services orchestrated by teachers focused on the scope and sequence and science item specs. To reach State Mastery Levels students will be provided with an opportunity to attend In-House tutoring and Clubs. Parents will be able to attend a Science Night Workshop to assist their understandings of the FCAT tested benchmarks.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Train the Trainer in grades K-5. Teachers that attend workshops will later disseminate the information to other teachers during their block planning and/or early release days.	Administrators	8/20/2007	06/5/2008	Continuous Improvement Model	0
Implement Science Night Workshop. This workshop will offer parents the opportunity to get acquainted with our science program expectations, and provide them the opportunity to actively participate with their child's education.	Administrators/Science Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a resource science library for teachers. This resource library will provide assistance and supplies to teachers conducting science projects and experiments.	Administrators/Science Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the 2007-2008 grades K-5 Science Pacing Guide which is aligned to the Scott-Foresman textbook.	Administrator/Science Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement Promoting Science Among English Language Learners (P-SELL) to provide professional development for third, fourth and fifth grade teachers.	Administrators/P-Sell Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the District Interim Science Assessments in grades 4 and 5 to monitor and provide intervention as needed.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement an evening workshop to abreast parents of the curriculum being taught. Teachers share current information regarding all academic subjects, and share strategies on how to help their children with class assignments.	Administrator/Science Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Research Based programs that will be used to facilitate our objective will be P-SELL and Scott Foresman Science Text.

Professional Development

Based on the needs assessment, professional development training will include in-services on the following topics: (1) Training on data analysis of students' assessments in science. (2) Promoting Science among English Language Learners (P-SELL) workshops will address hands-on experiments and instructional strategies (3) Train the Trainer continuous professional development with new science curriculum guide and Item Specifications.

Evaluation

The 2008 FCAT Science Test results will show an increase of 25 percentage points.

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

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<input 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

Based on the 2006-2007 parental involvement logs, the total number of parents that attended school activities was 3,942. However data indicates a need for increased parental involvement in grades four and five.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percentage points increase in parental and community interaction as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer an evening workshop to abreast parents of the curriculum being taught in our school.	Administrators/Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Generate a compact that includes parents, teachers and students. This will ensure that parents are actively involved with their child's education.	Administrators/Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a Parent Computer Workshop. This workshop will instruct parents how to navigate the Internet and assist their children with their assignments.	Administrators/Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Organize "Parent Night Out" to offer parents the opportunity to share stories, experiments and assignments with their children.	Administrators/Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Present evening activities to parents (e.g., Holiday shows, Black History Show and Hispanic Heritage Show)to establish school-to-home relationships.	Administrator/Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Riverdeep, FCAT Explorer, and Star Fall will provide on-line assistance to parents wishing to participate in their child's education.

Professional Development

Based on the needs assessment, professional development will include in-services on the following topics: 1. Parent workshops during morning and evening hours with emphasis on computer skills and strategies to help children succeed in school. 2. Region/school based parent involvement workshops that address the need for parents to help their child achieve academically.

Evaluation

The objective will be evaluated using the parent sign-in logs. The Community Involvement Specialist will maintain records of workshops and activities taking place during the school year. These logs will be reviewed monthly to chart our progress. In addition, the monthly CIS report will be used to monitor progress towards the objective. Finally, the attendance roster of the Parent Academy will be used to determine additional results.

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"/>

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

Discipline & Safety Statement

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

Needs Assessment

Data from the counselor's office shows that teachers wrote a total of 53 Student Case Management Referral Forms (SCMS) during the 2006-2007 school year.

Measurable Objective

Given the emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue monthly meetings with Discipline and Safety Committees to ensure a safe learning environment.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue meetings with counselor and teachers to discuss ways to address strategies to improve students' behavior.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue with monthly Character Education activities to showcase students' accomplishments and/or good behavior.	Administrators/School Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue with Peer Mediators in order to reduce conflicts among friends.	Administrators/School Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue the School Support Team (SST) process to closely monitor and assist with students' behavior and academic progress.	Administrators/School Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable.

Professional Development

The counselor will attend various workshops and counselors' meetings related to behavior modification and increasing the children's self-esteem.

Evaluation

This objective will be evaluated by comparing the number of SCMS issued during the 2006-2007 to the number of SCMS issued in 2007-2008.

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

The school will provide equitable and universal access to technology.

Needs Assessment

An analysis of computer logs indicated that on average, students spent 15 minutes per week using computers in the classroom.

Measurable Objective

Given emphasis on the use of technology in education, all students will augment their usage of FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Success Maker twice a week for twenty minutes to reinforce math and reading skills to students in grades two and three.	Administrators/Computer Lab Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue using Accelerated Reader in kindergarten through grade five to reinforce reading skills using technology	Administrators/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize FCAT Explorer in fourth and fifth grade to reinforce math skills.	Administrators/Computer Lab Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to use various computer programs to reinforce math and reading skills using technology. i.e. Riverdeep.	Administrators/Computer Lab Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Offer professional development on use of technology for teachers in order to enhance their abilities to use technology in the classroom.	Administrators/Computer Lab Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

FCAT Explorer, Success Maker, Reading Plus, and Riverdeep.

Professional Development

Teachers will continue to attend technology training that will include updated training on FCAT Explorer, Success Maker, Reading Plus, and Riverdeep.

Evaluation

This objective will be evaluated by reports generated by FCAT Explorer, Success Maker, Reading Plus and Riverdeep.

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

Health & Physical Fitness Statement

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

Needs Assessment

Data from the FITNESSGRAM Test Summary indicated that 222 students were tested in 2006-2007 school year and 15 percent did not obtain a gold award.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades three through five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop an action plan for the school to ensure input from the coaches to meet the goals and objectives as stated.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to offer the Dance Team in order to provide additional opportunities to participate in fitness activities.	Administrators/Dance Team Coach	8/20/2007	6/5/2008	Other/ Not Applicable	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 specificity of training.	Administrators/Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue with the annual Field Day to promote participation in physical activities.	Administrators/Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Skills in Physical Activities, October 8, 2007.
Teaching Strategies in Elementary Physical Education, September 5, 2007.

Evaluation

The 2007-2008 FITNESSGRAM assessment will be used to determine achievement of the objective.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Due to a rigorous academic curriculum, groups such as chorus, band, strings and art club need to meet after school. The attendance rosters from these programs show that 46 students were enrolled during the 2006-2007 school year.

Measurable Objective

Given emphasis on the benefits of participating in after-school enrichment programs, the number of students enrolled in the art club, instrumental music program and Hialeah Elementary School's chorus will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to participate in the Jose Marti Parade to offer students the opportunity to exhibit their talents to the community.	Administrators/Special Area Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote participation in the 2006 Miami-Dade County Annual Student Art Show to showcase students' talents.	Administrators/Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Take students to see the annual orchestra concert to increase awareness of classical music.	Administrators/Music Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to offer an after-school art club in order to give students opportunities to express themselves through painting and sculpturing.	Administrators/Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to offer an after-school instrumental music program to promote and develop young voices and talents.	Administrators/Music Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The 2007-2008 after-school attendance roster will be compared with the 2006-2007 after-school attendance roster in the Art Club, Instructional Music Program and the Hialeah Elementary School's Chorus.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Hialeah Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicated that in 2004-2005, Hialeah Elementary School ranked at the 59th percentile on the state of Florida's publication of the ROI index.

Measurable Objective

Hialeah Elementary School will improve its ranking on the State of Florida ROI index publication from the 59th percentile in 2004-2005 to the 60th 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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with district on resource allocation.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantages of a broader resource base. e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next publication of the State of Florida's ROI index Hialeah Elementary will rank at the 60th percentile.

EESAC Compliance

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

Budget:

The EESAC committee, along with the leadership team, planned and made decisions on the budget for the 2006-2007 school year. In addition, it was determined to inform the faculty about the financial status of the organization throughout the school year.

Training:

The EESAC committee has actively participated with the administration and determined meaningful training and support for the staff members.

Instructional Materials:

The EESAC committee has purchased additional instructional materials for the classrooms and special area classes.

Technology:

The EESAC committee has participated in the planning of the computer lab decision making and the purchase of additional software and hardware for the classrooms.

Staffing:

The EESAC committee assisted with staffing by recommending and assisting the principal in this selection of the right candidates to work at Hialeah Elementary.

Student Support Services:

The EESAC committee, along with the counselor, the leadership team and the Community Involvement Specialist, assisted with the planning and determining of student support services.

Other Matters of Resource Allocation:

The EESAC committee discussed with the principal different options on how to allocate resources to areas in need of improvement.

Benchmarking:

The EESAC committee members assisted with the planning and execution of the curriculum map for the 2006-2007 school year.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC committee addressed and suggested ways to maintain a safe and disciplined school by actively participating with the planning of school safety procedures.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	1285.5
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	1285.5



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