

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Virginia A. Boone/Highland Oaks Elementary School (2441)

Feeder Pattern - Dr. Michael M. Krop Senior

Regional Center II

District 13 - Miami-Dade

Principal - Kim Rubin

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Virginia A. Boone Highland Oaks Elementary School, an environmental and ecological site, is located on ten acres of hardwood hammock in northeast Miami-Dade County. It provides approximately 952 students a traditional and enriched instructional program in an open-space learning environment, including our uniquely designed "outdoor classroom", The Senator Gwen Margolis Botanical Learning Center. The main structure was built in 1964. Since then, eight portables have been added. Our student population, pre-kindergarten through grade 5, is comprised of 51% White Non-Hispanic, 34% Hispanic, 11% Black Non-Hispanic, and 4% Asian/Indian/Multiracial children. Our free and reduced lunch population is moderate at 24.6%, our student attendance rate is 96.29%, and our retention rate is 4.1%. Our student population feeds into Highland Oaks Middle School, and subsequently, into Dr. Michael M. Krop Senior High School.

Specialty programs at our school include an extensive self-contained Gifted program which provides both accelerated and enriched instruction five days a week for approximately 180 Virginia A. Boone Highland Oaks Elementary students. To provide further enrichment, our school offers an Academic Excellence Program at every grade level. The grant-sponsored Waterford Early Literacy Reading Program provides English Language Learners (ELL) students in grades K-2, the resources required for immersion into English instruction. A Special Education program (SPED) with an inclusion component is available for students with diagnosed exceptionalities, along with targeted classes at each grade level that provide diagnostic instruction through a lowered teacher/student ratio.

Our school employs a total of 87 full-time staff members and 16 part-time staff members including two administrators, 55 classroom teachers and five Special Education teachers, one guidance counselor, one media specialist, three full-time paraprofessionals, seven clerical employees, six cafeteria workers, and five custodial service workers. The ethnic/racial composition of the teachers and counselors is 51% White Non-Hispanic, 22% Hispanic, 24% Black Non-Hispanic and 3% Asian/Indian/Multiracial. Of the teaching staff, 16% are teachers new to this school, with the average length of time teaching in Florida at 13 years. Forty-five teachers have Masters Degrees, seven have Educational Specialist degrees, one teacher as well as one administrator has a Doctorate degree and another teacher has National Board Certification. Virginia A. Boone Highland Oaks Elementary School has earned seven consecutive "A" rankings from the Florida Department of Education. Scores on the 2007 administration of the FCAT indicate that 85% of our students scored at Level 3 or above in Reading, 87% of students scored at Level 3 or above in Mathematics, and 94% scored at 3.5 or above in Writing.

Parents and staff at Virginia A. Boone Highland Oaks Elementary School have identified some areas that challenge the learning environment in our school. One concern is that several private schools and a charter school are within, or close to, our school boundaries. We are constantly challenged by these schools and their provision for an alternative curriculum and/or smaller student-teacher ratio. We strive to meet this challenge by providing a strong educational setting for all children, a learning environment that stresses and expects the highest of student academic achievement as well as offering an exceptional fine arts program. The staff at Virginia A. Boone Highland Oaks Elementary School truly believes that the education our students receive must be balanced and holistic.

Virginia A. Boone Highland Oaks Elementary School attributes many of its accomplishments to the close partnership between, school, parents, and community. Our PTA is very active and supports the school in many of its endeavors, i.e., a wireless computer laboratory, extensive landscaping projects, technological software, a keyboard laboratory, wall murals, redecorating of the Media Center and numerous school events. We believe that our school provides a learning environment that welcomes all students and leaves no child behind. Virginia A. Boone Highland Oaks Elementary School, an environmental and ecological site, is located on ten acres of hardwood hammock in northeast Miami-Dade County. It provides approximately 952 students a traditional and enriched instructional program in an open-space learning environment, including our uniquely designed "outdoor classroom", The Senator Gwen Margolis Botanical Learning Center. The original structure was built in 1964. Since then eight portables have been added. Our student population, pre-kindergarten through grade 5, is comprised of 51% White Non-Hispanic, 34% Hispanic, 11% Black Non-Hispanic, and 4% Asian/Indian/Multiracial children. Our free and reduced lunch population is moderate at 24.6%, our student attendance rate is 96.29%, and our retention rate is 4.1%. Our student population feeds into Highland Oaks Middle School, and subsequently, into Dr. Michael M. Krop Senior High School.

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School Improvement Plan 2007-2008



16% are teachers new to this school, with the average length of time teaching in Florida at 13 years. Forty-five teachers have Masters Degrees, seven have Educational Specialist degrees, one teacher as well as one administrator has a Doctorate degree and another teacher has National Board Certification. Virginia A. Boone Highland Oaks Elementary School has earned seven consecutive "A" rankings from the Florida Department of Education. Scores on the 2007 administration of the FCAT indicate that 85% of our students scored at Level 3 or above in Reading, 87% of students scored at Level 3 or above in Mathematics, and 94% scored at 3.5 or above in Writing.

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The School Improvement Plan has been written to insure that each student at Virginia A. Boone Highland Oaks Elementary School is prepared to meet the challenges of the 21st century. After analyzing and evaluating pertinent data, such as School Demographics and Academic Profiles, Stanford Achievement Test reports, School Report Card, Florida Comprehensive Assessment Test results, Organizational Performance Improvement Snapshot Survey results, and the School Improvement Plan results from 2006-2007, Virginia A. Boone Highland Oaks Elementary, in conjunction with the Educational Excellence School Advisory Council, has targeted several objectives as school-wide priorities for the 2007-2008 school year. Appropriate strategies have been planned by all of the school's stakeholders. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Virginia A. Boone Highland Oaks Elementary School will continue to provide an instructional program with a strong focus on literacy from kindergarten to fifth grade. Research-based reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. Data-driven instruction will be the norm. On-going assessments will yield student performance data that will be carefully analyzed and used to target instruction. Additional strategies will include hands-on science investigations, writing prompt practices, small group instruction for low performing students, contests and competitions emphasizing student achievement, cooperative learning strategies, continued implementation of the Technology Learning Center (TLC), and continuous monitoring of the School Improvement Plan. The School Improvement Plan objectives and accompanying strategies will complement the Sunshine State Standards and Competency-Based Curriculum, while developing high academic competencies in a safe, nurturing environment.

Given instruction based on the Sunshine State Standards, 86% of students in grades three through five will score a Level 3 or above, an increase of one percentage point, on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, 88% of students in grades three through five will score a Level 3 or above, an increase of one percentage point, on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or increase their writing performance by one percentage point as evidenced by 94% or more of the students scoring 3.5 or above as documented by the scores 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 their performance from 52% to 62%, ten percentage points, on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

Given opportunities to attend diverse school activities throughout the 2007-2008 school year, parental involvement will increase by 2 percentage points, from 53% to 55% as reflected by the results of a 2007-2008 school-site parent survey where parents surveyed will indicate that they attended at least three school-related events on or off campus.

Given the Code of Student Conduct and an emphasis on providing a safe and orderly environment, a system of disciplinary action will be developed and implemented, and as a result, student behavior will improve as evidenced by a 5% decrease in teacher written referrals from 153 during the 2006-2007 school year to 145 referrals during the 2007-2008 school year.

Given a school-wide emphasis on the integration of instructional technology into the curriculum, all students and teachers, with an emphasis on grades three through five, will utilize the computer-based research lab or wireless computer lab a minimum of twice a week for a minimum of 30 minutes as documented by a computer visitation log, teacher lesson plans and student reports.



School Improvement Plan 2007-2008



Given instruction based on the M-DCPS mandated FITNESSGRAM standards as they correlate with Sunshine State Standards, students in Grades 4 and 5 will improve in the skills that require upper body strength, by 3 percentage points, as evidenced by 50% of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

Based on the results of the 2007-2008, school-site generated rhythm, singing, and world/American music tests, music students will improve their performance as evidenced by a 15% increase in the number of students able to musically put together different rhythms, sing simple harmonies, and identify world cultures and American music styles. Given instruction in Art, students will improve their performance as evidenced by a 10% increase in the number of students participating in the 2007-2008 school-site art show as compared to the participation of 165 students in the 2006-2007 art show.

Virginia A. Boone Highland Oaks Elementary School will maintain or improve its ranking on the State of Florida ROI Index publication by one percentage point from the 82nd percentile to the 83rd percentile on the next publication of the Index.

Based on the results of the Miami-Dade County Public Schools Organizational Performance Improvement Snapshot Survey that was completed by staff members at Virginia A. Boone Highland Oaks Elementary School, two areas of improvement have been targeted: strategic planning and business results. These two selected areas yielded the lowest results across the seven categories. Strategic planning can be improved by providing opportunities to staff members for increased communication of ideas in school-wide matters, i.e., School Improvement Plan. Another conduit for improving strategic planning is by increasing awareness of progress through benchmarking and analysis of data. Leadership opportunities (i.e., Leadership Committee) targeted at student achievement will also help to enhance strategic planning. Business results will be addressed through a school survey requesting specific resources perceived as needed and addressed as possible. Professional Development Plans will ask for more specific measurable data to give teachers additional insight into the quality of their work. Additional strategies will be added to improve these areas as deemed necessary.



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.

2441 - VIRGINIA A. BOONE/HIGHLAND OAKS ELEMENTARY SCHOOL

VISION

The vision of Virginia A. Boone Highland Oaks Elementary School is to be a premier institution of elementary education that inspires students to open their minds to the limitless universe of learning.

MISSION

The mission of Virginia A. Boone Highland Oaks Elementary School is to develop a sense of pride, self control, citizenship, and respect for the safety, rights, and property of every member of our multi-cultural community, while we continue to emphasize a nurturing environment in which all students become creative problem solvers, critical thinkers, and effective communicators in our ever changing, technological world.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

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School Demographics

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School Foundation

Leadership:

As per the Organizational Performance Improvement Snapshot (OPIS), school leadership was one of the highest ranked items with a category score of 4.7 out of a possible 5.0. The leadership of this school believes that every student is entitled to the very best educational opportunity and it is the school's responsibility to ensure that this value is upheld. Likewise, the leadership understands that each employee has strengths to contribute to the school and consequently, every employee is a valued member of the total "school team." Each member is given the opportunity to share his/her strengths and make suggestions and recommendations that will enhance the total school environment.

District Strategic Planning Alignment:

Although Strategic Planning was the lowest ranked category in the OPIS, it still received an average score of 4.5. Opportunities will be given to staff members for increased communication and development of the school goals and objectives through active participation in the writing process of the School Improvement Plan. Additionally, through consistent benchmarking and group data analysis, awareness of student progress and self-reflection will be increased.

Stakeholder Engagement:

Virginia A. Boone Highland Oaks Elementary School employees believe that the level of satisfaction of their customers is high. An average score of 4.6 on the OPIS is a clear indication that staff members are aware of who their most important customers are and how to get in touch with them. Items that were ranked lower, questioned if customers were satisfied or dissatisfied with the staff employee's work. Similar analysis were consistent with those items in the School Climate Survey.

Our school's Educational Excellence School Advisory Council's (EESAC) purpose is to define a vision and establish goals for the improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative manner.

Faculty & Staff:

The staff at Virginia A. Boone Highland Oaks Elementary School believes that the school functions as a team. Concern for personal safety is low. Staff also believes that career advancement is encouraged and the work environment is positive. These views are evident in the 4.6 ranking of this category.

Our teacher-mentoring program consists of developing a Professional Growth Team for all new teachers to our profession and any new teachers to Miami-Dade County Public Schools. Each new teacher selects a colleague teacher for his or her team, while the principal/administration selects a second mentor. These individuals work closely with the new teacher to assist in all aspects of school responsibilities including lesson planning, goal setting, and classroom management. The mentor teachers observe the new teacher two times per year to provide feedback in a collegial setting. The team continues to work together throughout the three-year period of time, which is the length of the annual contract. This mentoring program is closely aligned with Miami-Dade County's Professional Assessment and Evaluation Program.

Our reading coach serves as a mentor to all of our language arts teachers. She assists in assessments, models lessons, provides training with new strategies, and orders materials related to language arts.

Lastly, Virginia A. Boone Highland Oaks Elementary School strongly believes in the need for collaboration and shared knowledge among colleagues. Our teachers have common planning time built into their schedules in which they meet at least one hour weekly to discuss curriculum, instruction and the needs of individual children. Each grade level/department has a group leader who acts as a liaison between teachers and administration.

Data/Information/Knowledge Management:



School Improvement Plan

2007-2008



Over the past few years, data analysis has become an integral part of the school's focus. This analysis is used to target selected students for remediation and to drive instruction. Teachers feel fairly comfortable with the information they receive about their students and how to utilize the information in their instruction. Evidently, a 4.7 ranking placed this category in first place along with leadership. Still, there appeared to be some insecurity from the assessment responses and additional workshops will be planned to help alleviate this concern.

Additionally, a school survey will be developed requesting the need for specific resources perceived to be needed. Through the Professional Development Plans, more specific measurable data will be requested to shed additional insight into the quality of individual teacher instruction.

Education Design:

Virginia A. Boone Highland Oaks Elementary School offers a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur during, before and after-school, and on Saturday. The school day tutorials will include Reading Plus, a reading program for students retained in third grade as well as any student scoring a Level 1 or 2 on the FCAT Reading Test in grades 4 and 5. Retired teachers are hired to assist with struggling learners. The after-school tutoring program is offered two days per week to students in the lowest quartile in reading and/or mathematics in grades 3 through 5. Saturday school, for a one-month period, will offer all students in grades 2 through 5 the opportunity to receive extended learning opportunities in reading and mathematics in preparation for the Florida Comprehensive Achievement Test (FCAT) as well as the Stanford Achievement Test (SAT). Tutorials use a combination of textbooks, supplemental materials, and technology to help remediate student deficiencies.

Creative scheduling at Virginia A. Boone Highland Oaks Elementary School also plays a role in the extended learning opportunities we offer our students. Our large Gifted population allows us to free up two classroom teachers each day and have them facilitate small groups of students in both reading and mathematics. This strategy has proven highly effective for the past three years as demonstrated by the consistent increase of our students' achievement.

Virginia A. Boone Highland Oaks Elementary School utilizes the Continuous Improvement Model (CIM) to monitor school improvement. This process incorporates an eight-step plan that continuously assesses students for intervention, remediation, and enrichment. Through the Plan, Do, Check, Act cycle, the following steps are included: data disaggregation, calendar development, direct instructional focus, assessment, maintenance, monitoring, tutorials and enrichment. This process has guided our increased student achievement. A 4.6 ranking in this category of the OPIS indicates a strong belief there are good processes in place at Virginia A. Boone Highland Oaks Elementary School and a sense of teacher control over these processes.

Performance Results:

Due to a high level of parental involvement and cooperation, our school suspension rate is exceptionally low. Presently, we do not have any suspensions.

One area that may affect student performance is excessive tardiness and frequent parent-requested early dismissals. A school site tardy policy is in effect and will continue in an attempt to reduce the number of tardy students. Additionally, an early dismissal policy has been put into effect and the leadership will address parents through oral and written communication as to the negative effect early student dismissals have on teaching and learning, both for the individual student and the other students for whom classroom instruction is being interrupted.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

All students at Virginia A. Boone Highland Oaks Elementary School in grades three through five will be able to read on or above grade level. Reading comprehension will be foremost in all disciplines and students will be literate members of society.

Needs Assessment

Results of the 2007 FCAT Reading Assessment indicate that 85% of all students in grades 3 through 5 scored at or above FCAT Achievement Level 3, a 2% decrease from the previous school year. Specifically, the reason for this decrease is evident in the results of the third grade reading assessment where there is a decrease of 13 percentage points. The third grade reading data further reveals a content cluster weakness in Main Idea/Purpose and Comparisons. Third grade students earned 12 mean points out of the possible 17 points for Main Idea/Purpose and 13 out of 17 for Comparisons. Seventy-eight percent of students in grades 3 through 5 demonstrated annual learning gains. Sixty-eight percent of students scoring in the lowest quartile made annual learning gains. According to the 2006-2007 Adequate Yearly Progress Report under the No Child Left Behind Act of 2002, all subgroups met adequate yearly progress.

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, 86% of students in grades three through five will score a Level 3 or above, an increase of one percentage point, on the 2008 administration of the FCAT Reading Assessment as compared to the 2007 administration of the FCAT Reading Assessment.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|------------------------------|--------|
| Disaggregate and analyze the 2007 FCAT Reading data to identify strengths and opportunities for improvement. | Principal, Assistant Principal, Reading Coach | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Implement the Comprehensive Research-based Reading Program (CRRP) and the Sunshine State Standards (SSS) with intensive focus on guided reading, vocabulary development, and comprehension skills such as main idea/purpose, as well as comparisons. | Principal, Assistant Principal, Reading Coach, Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 0 |
| Analyze Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in addition to other school-based assessments to focus on areas of need and to monitor student progress and guide instruction. | Principal, Assistant Principal, Reading Coach, Teachers | 10/02/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Utilize results of standardized testing and school-based testing to identify Level 1 and Level 2 students for supplemental reading instruction delivered through before-school and after-school tutorials. Daily intervention will be delivered through small group tutorials during the school day as monitored by site-based and site-authored assessments. | Principal, Assistant Principal, Reading Coach, Teachers | 9/10/2007 | 6/05/2008 | District-wide Literacy Plan | 10000 |
| Utilize FCAT Explorer, Riverdeep, Reading Plus, Voyager, Accelerated Reader 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, Assistant Principal, Teachers, Media Specialist, Reading Coach | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 32000 |
| Utilize the various components of the Houghton Mifflin Reading Series to increase the reading achievement of all subgroups of students. | Principal, Assistant Principal, ELL and SPED Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 0 |
| Conduct "Chew and Chat about FCAT" for parents to inform them of the different strategies they can implement at home. | Principal, Assistant Principal, Reading Coach, Teachers, Parents | 11/14/2007 | 6/05/2008 | Improve Public Perception | 0 |

Research-Based Programs

Houghton Mifflin
 Soar to Success
 Early Success
 Voyager
 Waterford Early Literacy Reading Program
 Reading Plus
 Riverdeep

Professional Development



School Improvement Plan 2007-2008



DIBELS
Houghton Mifflin
Reading Plus
Waterford Early Literacy Reading Program
Soar to Success
Early Success
Voyager
Riverdeep
In-house guided reading and intervention strategies training
Inservices on interpreting data
Accelerated Reader
CRISS
Edusoft
Reading Items Specifications and Reading Standards

Evaluation

2008 Florida Comprehensive Achievement Test in Reading
Interim assessments
Formal Benchmark assessments
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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

Mathematics Statement

All students at Virginia A. Boone Highland Oaks Elementary School will be able to perform on or above grade level in mathematics. Students will demonstrate performance on life skill problems requiring mathematical knowledge.

Needs Assessment

Results of the 2007 FCAT Mathematics Assessment indicate that 87% of students in grades 3 through 5 scored at or above FCAT Achievement Level 3, a 12% increase from the previous year. Seventy-eight percent of all students demonstrated annual learning gains, a 4% decrease from the previous year. Specifically, the reason for this decrease is evident in the results of the third grade mathematics assessment where there is a decrease of 4 percentage points. Grades four and five showed an increase of 10 percentage points and 9 percentage points, respectively. The data further reveals a content cluster weakness in Algebraic Thinking in grades 3, 4, and 5. Seventy-nine percent of students scoring in the lowest quartile made annual learning gains. According to the 2006-2007 Adequate Yearly Progress Report under the No Child Left Behind Act of 2002, all subgroups met adequate yearly progress.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 88% of students in grades three through five will score a Level 3 or above, an increase of one percentage point, on the 2008 administration of the FCAT Mathematics Assessment as compared to the 2007 administration of the FCAT Mathematics Assessment.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|-----------|------------------------------|--------|
| Disaggregate and analyze the 2007 FCAT Mathematics data to identify strengths and opportunities for improvement. | Principal, Assistant Principal, Mathematics Leader | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Analyze the results of the 2007 FCAT Mathematics Assessment to identify Level 1 and Level 2 students for intervention through daily small group tutorial pull-out programs. | Principal, Assistant Principal, Mathematics Chairperson, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Implement the District's mathematics pacing guide for students in kindergarten through grade five. | Assistant Principal, Mathematics Chairperson, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Analyze District's mathematics interim assessments for students in grades three through five to monitor student progress and instruction. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Offer daily in-school and after-school (twice per week) tutorial program for students in the lowest quartile in mathematics as monitored by site-based and site-authored assessments. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 4000 |
| Incorporate on-line and site-based technology in the classroom to enhance mathematics skills. | Principal, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Conduct "Chew and Chat about FCAT" for parents to inform them of strategies that can be used at home. | Principal, Assistant Principal, Mathematics Chairperson, Teachers, Parents | 11/28/2007 | 6/05/2008 | Improve Public Perception | 0 |

Research-Based Programs

Harcourt Math
Riverdeep Math

Professional Development

Inservices on:
Data-driven analysis/gap analysis
Implementation of Harcourt Brace Series

District/Regional Center initiatives
In-house sharing of Best Practices
Mathematics Items Specifications and Math Standards Training
Accomplished Practices

Evaluation

2008 Florida Comprehensive Achievement Test in Mathematics
Interim assessments
Informal teacher evaluations
Riverdeep Math program in grade five

Writing Goal

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

Florida Education Priorities

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

Writing Statement

All students at Virginia A. Boone Highland Oaks Elementary School will be able to communicate effectively through writing while incorporating the following elements: focus, organization, support, and conventions.

Needs Assessment

Results of the 2007 FCAT Writing+ Assessment indicate that 94% of students in grade four met state standards by scoring a 3.5 or higher. Twenty-five percent of all fourth grade students scored 4.5. Further analysis of scores reveal that only 9% of students scored 5.5 or higher.

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 grade four will maintain or increase their writing performance by one percentage point as evidenced by 94% or more of the students scoring 3.5 or above as documented by the scores on the 2008 administration of the FCAT Writing+ Assessment.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|-----------------------------|--------|
| Analyze writing pre-test prompt given to all students in grades two through four and use as a teacher training tool and to show growth from pre-test to post-test. | Principal, Assistant Principal, Literacy Leader, Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 0 |
| Model writing lessons for second, third, and fourth grade classes. | Principal, Assistant Principal, Literacy Leader, Teachers/Mentor Teachers | 09/04/2007 | 6/05/2008 | District-wide Literacy Plan | 0 |
| Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and specific schoolwide grammar instruction. | Principal, Assistant Principal, Literacy Leader, Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 0 |
| Identify students not meeting state writing requirements and offer during-school tutorial services daily to assist in enhancing writing skills. | Assistant Principal, Literacy Leader, Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 1500 |
| Administer monthly prompts to students in grades three and four to monitor progress and generate enthusiasm from students for writing with incentives (i.e. Pizza Prompt Party). | Principal, Literacy Leader, Teachers | 9/07/2007 | 6/05/2008 | Improve Public Perception | 500 |
| Provide on-going professional development workshops and activities related to writing. | Principal, Literacy Leader, Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 0 |
| Conduct "Chew and Chat about FCAT" for parents to inform them of strategies they can use at home. | Principal, Assistant Principal, Literacy Leader, Teachers, Parents | 11/28/2007 | 6/05/2008 | Improve Public Perception | 0 |

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Techniques to improve the delivery of instruction
 Pre-writing skills
 Vocabulary skills
 Grammar skills
 Scoring of students' writing samples using rubric scoring
 Presentation of strategies to enhance students' writing for both narrative and expository prompts.

Evaluation

2007 Florida Comprehensive Achievement Test Writing+
 Formative assessment such as monthly and quarterly testing using District and in-house writing prompts

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

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

Science Statement

Students at Virginia A. Boone Highland Oaks Elementary School will increase their understanding in the area of Science, focusing on Earth/Space Science, in order to understand their role in this global society.

Needs Assessment

Results of the 2007 FCAT Science Assessment indicate that 52% of all students in grade five scored at or above FCAT Achievement Level 3, a 9% increase from the previous year. Furthermore, the School Summary Report further reveals that 20% of all fifth graders scored at or above Achievement Level 4, a 12% increase from the previous year. Upon further investigation the data indicates a content cluster weakness in Earth/Space Science where fifth grade students earned 8 mean points out of the possible 15 points.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase their performance from 52% to 62%, ten percentage points, on the 2008 FCAT Science Assessment as compared to the 2007 administration of the FCAT Science Assessment.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|------------|------------------------------|--------|
| Promote the use of computer-assisted research and investigation to enhance scientific learning and investigation. | Principal, Assistant Principal, Science Chairperson, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Promote materials which reinforce science content through language arts by the use of Scott Foresman Science Grade Leveled Readers. | Assistant Principal, Science Chairperson, Reading Coach, Teachers | 8/20/2007 | 6/05/2008 | District-wide Literacy Plan | 0 |
| Utilize guided activities, directed activities, and full inquiry activities from the Scott Foresman science textbook series to supplement hands-on activities with an emphasis in the area of Earth and Space Science. | Assistant Principal, Science Chairperson, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Implement the District's science pacing guide aligned with the Florida Sunshine State Standards in kindergarten through grade five. | Assistant Principal, Science Chairperson, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Encourage family participation in "Science Family Night" sponsored by IMACS, which showcases science-related activities. | Principal, Science Chairperson, Teachers, Dade Partner | 8/20/2007 | 10/10/2008 | Improve Public Perception | 0 |
| Provide enhanced instruction in the content clusters of Earth and Space Science integrated with Scientific Thinking. | Principal, Assistant Principal, Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |

Research-Based Programs

Scott Foresman Science Textbook Series
FOSS Kits- Full Option Science Systems

Professional Development

Scott Foresman Textbook Series
The eight strands of science
Hands-on activities
Managing and guiding cooperative groups
Strategies to maximize learning opportunities
Experimental demonstrations
Concept development
Scientific thinking
Sharing of Best Practices
Science Items Specifications and Science Standards

Evaluation

2008 Florida Comprehensive Achievement Test in Science
District's science pacing guide
Site-authored benchmark assessment
State-provided FCAT Science Sample Test

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 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"/> |

Parental Involvement Statement

Virginia A. Boone Highland Oaks Elementary School will provide increased opportunities for parental involvement to strengthen diverse parent participation in school-related and educational activities on and off campus.

Needs Assessment

Results of the 2006-2007 informal school-site parent survey indicated that 14% of parents who responded had not attended any school activities, 33% had attended one or two school activities, and 53% had attended three or more school activities. Although there was a 3% increase in the amount of parents who attended 3 or more activities, there was a 4% increase in parents who did not attend any school activities and a 7% decrease in the number of parents who attended one or two activities. As compared to the 2005-2006 informal school-site parent survey, these results indicate the need to continue to identify and develop beneficial activities and events that will increase parental/guardian attendance at more events. Consequently, increased parental/guardian involvement will impact increased student performance.

Measurable Objective

Given opportunities to attend diverse school activities throughout the 2007-2008 school year, parental involvement will increase by 2 percentage points, from 53% to 55% as reflected by the results of a 2007-2008 school-site parent survey where parents surveyed will indicate that they attended at least three school-related events on or off campus.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|--|------------|-----------|---------------------------------|--------|
| Deliver workshops for parents to inform them of strategies that can be used at home to support reading, writing, mathematics and science. | Principal, Assistant Principal, Grade Level Chairperson, Teachers | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |
| Include parent participation in decision-making groups such as EESAC, PTA, and K-Kids. | Principal, Assistant Principal, Volunteer Liaison | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |
| Continue use of an automated telephone service that calls and reminds parents of school functions, workshops and activities, including bilingual delivery of messages. | Principal, Assistant Principal | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |
| Maintain an on-going line of communication between the home and the school through the use of student progress reports, report cards, newsletters, flyers, website, parent-teacher conferences, and e-mail messaging. | Principal, Assistant Principal, Counselor, Teachers | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |
| Provide parents with community resources, as well as encourage them to attend school activities such as Career Day, Cultural Arts Day, Family Fun Day, Science Family Night, PTA meetings, and Holiday and Spring Chorus presentations. | Principal, Assistant Principal, Counselor, Volunteer Liaison, Teachers | 8/20/2007 | 6/05/2008 | Improve Public Perception | 0 |
| Promote attendance in the Parent Academy and other self-help opportunities and classes in and outside the school-based community. | Principal, Assistant Principal, Counselor, Teachers | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |
| Offer training in effective ways of increasing communication, i.e. parents informing parents. | Principal, Assistant Principal, Counselor, Teachers, Parents | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |

Research-Based Programs

The National Parent-Teacher Association: New Standards to Bolster Parent Involvement in Education

Professional Development

Effective communication skills for teachers and parents
 Parent conferencing skills
 Helping parents work with their children to build self-esteem through academic achievement

Evaluation

2008 school-site parent survey
 2007-2008 Sign-in sheets for school activities and events

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

Discipline & Safety Statement

Virginia A. Boone Highland Oaks Elementary School will promote programs and practices that facilitate a safe and disciplined environment for all students and adults.

Needs Assessment

Analysis of the 2006-2007 Executive Summary of the Student Case Management System shows that there were a total of 153 teacher referrals. The data further reveals that 114 of those students were referred for general disruptive conduct, 13 for defiance of school personnel or authority, 13 for fighting and 13 for use of provocative language.

Measurable Objective

Given the Code of Student Conduct and an emphasis on providing a safe and orderly environment, a system of disciplinary action will be developed and implemented, and as a result, student behavior will improve as evidenced by a 5% decrease in teacher written referrals from 153 during the 2006-2007 school year to 145 referrals during the 2007-2008 school year.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|----------------------------------|--------|
| Encourage the use of Harry Wong's discipline strategies by beginning teachers. | Principal, Teachers | 8/20/2007 | 6/05/2008 | Safe and High-quality Facilities | 200 |
| Review the Code of Student Conduct to increase staff awareness and understanding of general disruptive behavior. | Principal, Assistant Principal, Counselor, Teachers | 8/20/2007 | 6/05/2008 | Safe and High-quality Facilities | 0 |
| Increase staff and parental awareness of behaviors that require referrals. | Principal, Assistant Principal, Counselor, Parents | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |
| Provide staff workshops that offer classroom management and behavior control techniques (i.e., Safety Tips for Teachers). | Principal, Assistant Principal, Teachers, Counselor | 8/20/2007 | 6/05/2008 | Safe and High-quality Facilities | 0 |
| Attend conferences that will encourage and facilitate assertive discipline techniques. | Principal, Assistant Principal, Teachers, Counselor | 08/20/2007 | 6/05/2008 | Safe and High-quality Facilities | 0 |
| Attend Conflict Prevention and Peer Mediation Seminar and share with staff. | Principal, Assistant Principal, Counselor, Teachers | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |

Research-Based Programs

Not Applicable

Professional Development

Workshops, peer observations, and mentoring to develop effective classroom management skills
Sharing of best practices in successful discipline techniques

Evaluation

2007-2008 Student Case Management System Executive Summary
Student Case Management(SCM)forms turned in throughout the school year

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

Virginia A. Boone Highland Oaks Elementary School will integrate technology in all curricular areas and promote equitable and universal access to technology to all students and staff.

Needs Assessment

During the 2006-2007 school year, through a review of our school's strengths and weaknesses, including results from the 2006-2007 StaR Profile, as well as classroom visitation logs of the computer lab and wireless lab, it was determined that there is a need to continue technological instruction for teachers and students in both new and existing applications.

Measurable Objective

Given a school-wide emphasis on the integration of instructional technology into the curriculum, all students and teachers, with an emphasis on grades three through five, will utilize the computer-based research lab or wireless computer lab a minimum of twice a week for a minimum of 30 minutes as documented by a computer visitation log, teacher lesson plans and student reports.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--|------------|-----------|---------------------------------|--------|
| Provide technology in-services for teachers in Reading Plus, Riverdeep, Electronic Gradebook, Microsoft Office, STAR, Accelerated Reader, and Waterford. | Principal, Assistant Principal, Microsystems Technician | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Pair peer teacher technology mentors or cohorts. | Principal, Teachers | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |
| Implement the use of the Miami-Dade County Education Portal to integrate and enhance the use of technology in research. | Principal, Assistant Principal, Media Specialist, Classroom Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Model subject area lessons by teachers according to classroom needs using smartboards. | Assistant Principal, Classroom Teachers, Media Specialist | 8/20/2006 | 6/05/2008 | Education Innovation | 0 |
| Continue implementation of scheduled classroom visits to use the Technology Learning Center (TLC) Lab and the wireless laboratory. | Assistant Principal, Classroom Teachers | 8/20/2007 | 6/05/2008 | Continuous Improvement Model | 0 |
| Provide in-house training for Reading and Language Arts teachers, grades 2 through 5, using the Reading Plus program. | Assistant Principal, Reading Coach, Teachers | 8/20/2007 | 6/05/2008 | Exchange Meaningful Information | 0 |

Research-Based Programs

Reading Plus
Riverdeep
Accelerated Reader

Professional Development

Reading Plus
Riverdeep
Web Student Performance Indicators (WSPI)
COGNOS
Electronic Grade Book
Microsoft Office
STAR
Accelerated Reader
Smartboards

Evaluation

2007-2008 computer laboratory visitation log
Teacher lesson plans
2007-2008 StaR profile

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Students at Virginia A. Boone Highland Oaks Elementary School will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness, which in turn will improve their health and physical fitness.

Needs Assessment

Based on the results of the 2006–2007 FITNESSGRAM, 47% of students in Grades 4 and 5 had passing scores. Results further indicate a weakness in the skills that required upper body strength.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards as they correlate with Sunshine State Standards, students in Grades 4 and 5 will improve in the skills that require upper body strength, by 3 percentage points, as evidenced by 50% of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|---|------------|-----------|------------------------------|--------|
| Administer a pre-test to determine baseline measures and a post-test to provide valid measures of improvement. | Assistant Principal, Physical Education Teachers | 8/20/2007 | 6/05/2008 | Healthcare & Healthy Choices | 0 |
| Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities such as cardiovascular, flexibility, muscular strength and endurance leading up to FITNESSGRAM. | Assistant Principal, Physical Education Teachers, Parents | 8/20/2007 | 6/05/2008 | Healthcare & Healthy Choices | 0 |
| Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training. | Principal, Assistant Principal, Physical Education Teachers | 8/20/2007 | 6/05/2008 | Healthcare & Healthy Choices | 0 |
| Develop an action plan to insure that all stakeholders meet the goals and objectives stated including a fitness log of after-school physical activities for students. | Assistant Principal, Physical Education Teachers, Parents | 8/20/2007 | 6/05/2008 | Healthcare & Healthy Choices | 0 |
| Improve student awareness of food nutritional facts as they relate to physical fitness. | Assistant Principal, Physical Education Teachers, Classroom Teachers, Parents | 8/20/2007 | 6/05/2008 | Healthcare & Healthy Choices | 0 |

Research-Based Programs

Not Applicable

Professional Development

District in-services in K-12 National Standards for Physical Education.

Evaluation

2007–2008 FITNESSGRAM Test
 Students' pre- and post-tests
 Individual student health-related prescriptive fitness reports

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Students at Virginia A. Boone Highland Oaks Elementary School will develop into well-rounded “Renaissance” young adults of the future through the appreciation and production of the fine arts.

Needs Assessment

Based on the 2006-2007 end-of-the-year rhythm test, the music department has determined that students, while aware of the steady beat, need to improve their improvisatory skills and to have a greater repertoire of rhythmic ideas and patterns. Based on year-long observations of student performance during the 2006–2007 school year, the music department has determined a need for improvement with two and three part harmonic singing for older grades and unison singing (in tune) for the lower grades. Students also need to be more aware of world cultures and their music and how American music has developed over the centuries. During the same time frame, the art department has observed that student performance in drawing skills, 3-D art work, and multi-use of different art medium needs to improve in order that students can create more compositionally creative art projects. Students also need to expand their knowledge of art history.

Measurable Objective

Based on the results of the 2007-2008, school-site generated rhythm, singing, and world/American music tests, music students will improve their performance as evidenced by a 15% increase in the number of students able to musically put together different rhythms, sing simple harmonies, and identify world cultures and American music styles. Given instruction in Art, students will improve their performance as evidenced by a 10% increase in the number of students participating in the 2007-2008 school-site art show as compared to the participation of 165 students in the 2006-2007 art show.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|---|---|------------|-----------|-----------------------------------|--------|
| Implement Yamaha MIE keyboard lab instruments and curriculum as well as group percussion. | Principal, Music Teachers | 8/20/2007 | 6/05/2008 | Academic Enrichment Opportunities | 0 |
| Enhance music curriculum to include instruction in chorus, bells, strings and drums. | Principal, Music Teachers | 8/20/2007 | 6/05/2008 | Academic Enrichment Opportunities | 0 |
| Participate in All State and Honors Festivals. | Principal, Music Teachers | 8/20/2007 | 6/05/2008 | Academic Enrichment Opportunities | 0 |
| Utilize instructional DVD's in both world music and American music history to expand knowledge of world music cultures. | Principal, Art Teachers | 8/20/2007 | 6/05/2008 | Diversity & Educational Equity | 110 |
| Implement a variety of art techniques in the classroom with an emphasis on multimedia. | Principal, Art Teachers | 8/20/2007 | 6/05/2008 | Academic Enrichment Opportunities | 0 |
| Implement the use of technology for art history research. | Assistant Principal, Media Specialist, Art Teachers | 8/20/2007 | 6/05/2008 | Academic Enrichment Opportunities | 0 |
| Use of visuals (both student and masterworks) to enhance student performance. | Principal, Media Specialist, Art Teachers | 8/20/2007 | 6/05/2008 | Academic Enrichment Opportunities | 0 |

Research-Based Programs

Not Applicable

Professional Development

Music teachers will:

- Acquire smartboard/projector and receive training in their use as instructional tools along with world and American music DVD's.
- Attend Florida Music Educator's Convention
- Attend Superintendent's Honors Music Festival
- Participate in education and performance-based field trips
- Learn new instruments, (e.g. mandolin and guitar) to expand what can be taught to students.

Art teachers will:

- Acquire smartboard/projector (shared with music department) and receive training in their use as instructional tools along with Art History DVD's.
- Take courses in studio pastel drawing classes.

Evaluation

- 2007-2008 percussion and music listening pre-test and post-test
- 2007-2008 school-site art show participation log

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

Virginia A. Boone Highland Oaks Elementary School will rank at or above the 83rd percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that Virginia A. Boone Highland Oaks Elementary School ranked at the 82nd percentile on the State of Florida ROI Index.

Measurable Objective

Virginia A. Boone Highland Oaks Elementary School will maintain or improve its ranking on the State of Florida ROI Index publication by one percentage point from the 82nd percentile to the 83rd percentile on the next publication of the Index.

| STRATEGIES | PERSONS RESPONSIBLE | START DATE | END DATE | ALIGNMENT | BUDGET |
|--|--------------------------------|------------|-----------|---------------------------|--------|
| Become more informed about the use of financial resources in relation to school programs. | Principal, Assistant Principal | 8/20/2007 | 6/05/2008 | Business Process Redesign | 0 |
| Collaborate with the district on resource allocation. | Principal, Assistant Principal | 8/20/2007 | 6/05/2008 | Business Process Redesign | 0 |
| Consider the reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal, Assistant Principal | 8/20/2007 | 6/05/2008 | Business Process Redesign | 0 |
| Consider shared use of facilities, partnering with community agencies. | Principal, Assistant Principal | 8/20/2007 | 6/05/2008 | Business Process Redesign | 0 |

Research-Based Programs

Not Applicable

Professional Development

Regional Center/District workshops for administrators on:
 Financial resources related to school programs
 In-services for stakeholders on:
 Efficiency and effectiveness of programs.

Evaluation

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:

Our EESAC has reviewed, discussed and approved the allocation of all necessary funds to support the 2007-2008 School Improvement Plan.

Training:

Our EESAC has reviewed and discussed staff training from the 2006-2007 school year and projected our needs for this year. Staff development will focus on increasing technological skills, expanding knowledge of FCAT strategies, full implementation of our school's reading series, Reading Plus, and Riverdeep.

Instructional Materials:

Our EESAC has reviewed, discussed and identified the additional materials, manipulatives and equipment needed to implement our School Improvement Plan. (i.e. supplementary books, Accelerated Reader books, science materials, and numerous software programs for all grade levels.)

Technology:

Our EESAC has reviewed the existing technology at our school and discussed future needs in order to best implement the objectives of the School Improvement Plan. This includes continued schoolwide integration of our laptops into our instructional delivery system.

Staffing:

Our EESAC has reviewed the school's staffing needs and discussed the various strategies available in order to best support the School Improvement Plan with consideration to budget constraints.

Student Support Services:

Our EESAC has reviewed and discussed our existing services to determine the extent of assistance available for the 2007-2008 School Improvement Plan initiatives.

Other Matters of Resource Allocation:

Our EESAC has determined that we will explore and evaluate numerous grant opportunities (i.e. The Education Fund) and continue to work cooperatively with both our Dade Partners and surrounding community.

Benchmarking:



School Improvement Plan 2007-2008



Our EESAC has reviewed and monitored all past strategies, initiatives and mid-year assessments in order to best implement our 2007-2008 School Improvement Plan.

School Safety & Discipline:

Our EESAC has addressed and discussed the issues of safety and discipline in our school in order to best assist in the preparation of our School Improvement Plan. Crisis plans have been initiated and practiced to prepare for emergencies.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|---------------------------|---------------------|
| Reading | 42000 |
| Mathematics | 4000 |
| Writing | 2000 |
| Science | 0 |
| Parental Involvement | 0 |
| Discipline & Safety | 200 |
| Technology | 0 |
| Health & Physical Fitness | 0 |
| Electives & Special Areas | 110 |
| Return On Investment | 0 |
| Total | 48310 |



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