SCHOOL IMPROVEMENT PLAN
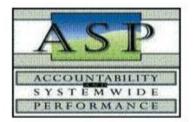## 2007 - 2008

Holmes Elementary School (2501)

Feeder Pattern - Miami Northwestern Senior

Regional Center III
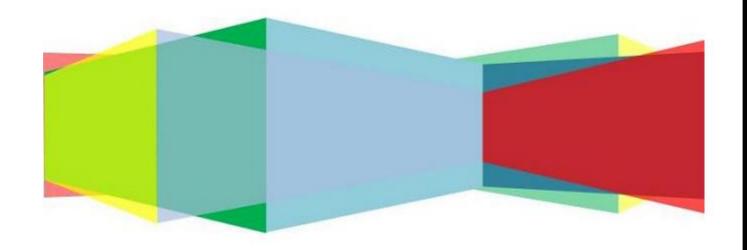
District 13 - Miami-Dade

Principal - Dahlia Gonzalez

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Holmes Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including bi-weekly, monthly and quarterly assessments. These assessments will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Additionally, in order to maximize learning opportunities for students, Holmes operates under the extended day and extended year model.

Given instruction based on the Sunshine State Standards (SSS), students in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), African American students in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 85 percent of the students in grade four scoring at level 3.5 or higher on the 2008 FCAT Writing Test.

Given instruction using Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 29 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a minimum of 500 parents participating in school activities as evidenced by the data attained from the 2007-2008 Annual Survey of Title I Parental Involvement.

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will decrease by 10 percent during the 2007-2008 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of six workshops on the use of technology during the 2007-2008 school year as documented by the sign in logs.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by 70 percent of the students passing the 2007-2008 FITNESSGRAM.

Given instruction with a emphasis on participation of students in advanced academic programs, a minimum of 50 students will participate in Academic Excellence Programs during the 2007-2008 school year.

Holmes Elementary School will improve its ranking on the state's Return on Investment Index as evidenced by a minimum of a three percentage point increase.

Additionally, the Organization Performance Improvement Snapshot (OPIS) survey administered during the Spring 2007 indicated favorable results in all seven categories. The strengths identified by the staff at Holmes Elementary School were in the areas of Measurement, Analysis and Knowledge Management, Customer Market Focus, and Process Management. These areas had an average score of 4.0.

However two areas needing improvement were identified: Strategic Planning (3.7 average score) and Business Results (3.8 average score). Data results in the Strategic Planning category indicated the need to involve all stakeholders in the decision making process. This will be addressed by ensuring that meetings are held regularly with all stakeholders to elicit their input. Data indicated, in the Business Results category, the need for stakeholders to know how well the organization is doing financially. This will be addressed by ensuring that the administration holds budget training for the staff during a faculty meeting.

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.

2501 - HOLMES ELEMENTARY SCHOOL

VISION

VISION
Our vision is to prepare our students to become productive individuals in today's society and provide them with skills that will empower them to lead successful lives. The vision of Holmes Elementary School includes the ethos that strives to have primary children reading on grade level by grade one. Our daily goal is to create a culture of reading within the school and throughout the community. Additionally, our goal is to empower parents to take charge of their child's education.

MISSION

MISSION
The mission of the Holmes Elementary Scholl staff and community is to provide students with the knowledge and tools necessary to achieve personal and academic success.

CORE VALUES

Holmes Elementary is dedicated to providing an enriched learning environment that allows the student to reach full potential. We strive to develop honest, respectful, successful students who will develop into productive citizens. The faculty and staff are dedicated to the mission and vision of the school. The staff at Holmes Elementary realizes the importance of creating a diverse, cooperative learning environment that will enable students to succeed.

School Demograhics

SCHOOL PROFILE DEMOGRAPHICS

Holmes Elementary School is an inner-city school located in a predominantly African-American community. Its student population for the 2006-2007 school year consisted of approximately 314 students in pre-kindergarten through grade five, with an ethnic breakdown of 95.6 percent African-American, 4.1 percent Hispanic, and 0.3 percent Other. The average number of students qualifying for free or reduced priced lunch is 98.3 percent. Our exceptional student population constitutes 13.9 percent of the enrollment. Limited English Proficiency students constitute 1.0 percent of the enrollment. The average daily attendance for the school is 94.2 percent. Holmes Elementary has a Title I School-Wide Program utilizing allocated funds to supplement expenditures for programs that address the specific needs of students. Holmes has also been designated as a recipient of the Reading First Grant for the 2007-2008 school year. Additionally, specialty programs are provided including the I CHOOSE Magnet Program with emphasis on the NASA SEMAA Science Program model, an Exceptional Student Education Program with an inclusion model for students with diagnosed exceptionalities, Gifted Program, Limited English Proficiency Program which provides instruction in English for Students of Other Languages, and an Academic Excellence Program (AEP) that benefits students through enrichment instruction. These programs will focus on improving the educational achievement of all students. In addition, Holmes will operate under the Zone's extended day and extended year initiative. Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are twenty-two certified classroom teachers, two ESE teachers, one gifted program teacher two elementary guidance counselors, one school psychologist, one speech therapist, one social worker, one media specialist, six special area teachers, two reading coaches, one lead teacher for the I CHOOSE Magnet Program, one full-time paraprofessional and one community involvement specialist at the school. One mentor principal will work with the instructional leaders to enhance teaching and learning. Thirty-two percent of the teachers have Master's degrees. The ethnic make-up of the staff is 8 percent White Non-Hispanic, 84 percent African-American, 8 percent Hispanic and 0.0 percent Asian/American Indian. The gender breakdown of the staff 13 percent male and 87 percent female. The student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report. The Florida Department of Education has graded Holmes as a "D" school as deemed by the 2007 FCAT administration. An increase in the number of lower quartile students achieving learning gains was noted. The gains made, according to data culled from the Florida Department of Education Accountability Report were as follows: Fifty-one percent of the students in grades three through five made learning gains in reading comprehension skills. Sixty-seven percent made learning gains in mathematics and eighty-four percent in writing.

School Foundation

Leadership:

The Leadership Team at Holmes Elementary School consists of one principal, one assistant principal, a mentor principal, one curriculum specialist from the School Improvement Zone, two reading coaches, one science lead teacher, one ESE chairperson, one UTD Steward, and the EESAC chairperson. The findings of the Organizational Performance Improvement Snapshot Survey (OPIS) indicated that the faculty and staff are satisfied with the leadership provided at the school to facilitate an effective school as evidenced by an average score of 3.9 in this category.

District Strategic Planning Alignment:

Holmes Elementary School is designated as one of the thirty-nine schools in the School Improvement Zone and implements the Continuous Improvement Model. All stakeholders are involved in all facets of the eight step process which addresses the indictors in this category. The findings of the OPIS survey indicated that the faculty and staff had some understanding of how the school's overall plan affected them and their work as evidenced by an average score of 3.7 in this category.

Stakeholder Engagement:

The Organizational Performance Improvement Snapshot Survey (OPIS) indicates an overall degree of satisfaction among school stakeholders with regards to their engagement in the decision making progress. The average category score is 4.1 in this area.

Faculty & Staff:

The faculty and staff feel that they have an understanding of how to analyze the quality of their work and use these analyses for making decisions about their work. They also indicated that they knew how to measure the quality of their work. The average category score is 4.1 in this area.

Data/Information/Knowledge Management:

The faculty and staff feel that they are encouraged to develop their job skills; can make changes to improve their work; that their colleagues work cooperatively and work as a team; and are recognized for their hard work and effort. The average category score is 3.9 in this area.

Education Design:

The faculty and staff feel that they have control over their work process. They also indicated that they have an understanding of how to collect data about the quality of their work. The results indicated that the staff felt that there was a good process in place for doing their work. The average category score is 3.9 in this area.

Performance Results:

Holmes Elementary School has been rated a "D" school according to the Governor's A+ Plan during the 2006-2007 school year. Even though we dropped one letter grade Holmes Elementary gained 110 points over last year in the new state scale. This year we have moved into a new school building, being back in the community will allow us to better focus on student attendance. We have a renewed commitment to our students. We will continue to strive towards meeting Adequate Yearly Progress (AYP) under the No Child Left Behind Act NCLB) and in improving our letter grade. Increasing the percentage of students meeting high standards in Reading, Mathematics, and Science is our overall goal this year.

According to the Organization Performance Improvement Snapshot Survey (OPIS), faculty and staff feel satisfaction with their job. Furthermore they indicated that their work meets all requirements for high quality and excellence. This category received an overall score of 3.8.

Schools Graded 'C' or Below

Professional Development:

Professional Development will support differentiated instructional strategies.
Teachers are provided opportunities to participate in a variety of professional development training, such as CRISS and Reciprocal Teaching, that will provide training on multiple instructional strategies which will enhance the academic progress of students.

Disaggregated Data :

The Leadership Team will disaggregate data from bi-weekly benchmark assessments and District Interim Assessments, to determine the instructional needs and progress of students. The Leadership Team meets bi-weekly to discuss assessment results and to formulate small groups for explicit skills instruction. We will then meet in grade levels to discuss the data collected and to discuss how the data will impact the instruction in the classroom.

Informal and Formal Assessments:

Informal and Formal Assessments are conducted on an ongoing basis in order to measure student progress through the use of Bi-Weekly Benchmark Assessments,
SIZ Assessments (August, October, December, February), Quarterly Interim Assessments (November, January, April), Progress Monitoring (September, January, April), Bi-Weekly Ongoing Progress Monitoring and the FCAT Assessment (February-March).

Alternative Instructional Delivery Methods :

Alternative Instructional Delivery Methods allow us to reach all student subgroups and help us improve their academic achievement. This is achieved through the following:
Small group Instruction
Pull-out Tutorials
Cooperative Learning Groups
One-on-one individual teacher directed instruction
Hands-on Instructional activities
Tutorial Programs

Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

The students at Holmes Elementary will improve their reading performance for all students.

Needs Assessment

According to the results of the 2007 FCAT Data, 35 percent of the third to fifth grade students scored at or above a Level 3 on the FCAT Reading Test. Of the subgroups, 30 percent of African-American, 33 percent of Economically Disadvantaged, and 15 percent Students With Disabilities students scored at or above Level 3 on the FCAT Reading Test.

Further analysis of the 2007 FCAT data indicates that students in grade 4 demonstrated an increase in the content areas of Words/Phrases, Main Idea, Comparisons, and Reference/Research. Data indicates that students in grades 3 and 5 showed a decrease in the content areas of Words/Phrases, Main Idea, Comparisons while maintaining 50 percent correct in Reference/Research There was a decrease in the students scoring in levels 3, 4, and 5 from 39% in 2006 to 35% in 2007. The number of students scoring at levels 1 and 2 decreased from 62% in 2006 to 60% in 2007. A concentrated instructional effort in these areas will result in an increase in student achievement. According to the Florida Department of Education AYP report, the African-American and Economically Disadvantaged subgroup did not meet adequate yearly progress (AYP).

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), African American students in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards (SSS), Students With Disabilities in grades 3-5 will improve their reading skills as evidenced by 58 percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide two and a half-hour, consecutive, uninterrupted hours of literacy instruction daily. This two and a half-hour, uninterrupted instructional block will include the following five essential elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Administration, Reading Coaches and Language Arts Teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	944000
Utilize the focus calendar developed according to the Sunshine State Standards and District's Scope and Sequence, bi-weekly benchmark assessments and cumulative benchmark assessments to identify and monitor student progress.	Administration, Reading Coaches, and Classroom Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administration, Reading Coaches and Technology Facilitator	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize computer-assisted programs in reading such as Reading Plus, Accelerated Reader, and Riverdeep to provide individualized differentiated intervention, reinforcement, and enrichment activities for students based on their achievement level.	Administration, Classroom Teachers, and Technology Facilitator	8/20/2007	6/11/2008	Continuous Improvement Model	20000
Implement the Voyager Passport Program during the extended day program for low achieving students and provide enrichment activities for on level students.	Administration, Reading Coaches, and Classroom Teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	5000
Implement After-School and Saturday School Tutorial Programs for all students to target specific needs and/or enrichment activities.	Administration, After School Director and Tutoring Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	50000
Monitor the implementation of the Comprehensive Research-based Reading Plan (CRRP) and provide training for teachers on an on-going basis throughout the school year to support the core literacy program.	Administration, and Reading Coaches	8/20/2007	6/11/2008	District-wide Literacy Plan	104000
Monitor the implementation of Extended Day/Extended Year for all students.	Administration, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton-Mifflin Core Reading Program
Supplemental programs that are being implemented at Holmes Elementary are Reading Plus, SuccessMaker, Accelerated Reader, Voyager Passport, Riverdeep, and FCAT Explorer.

CRP #1 Elementary School

1. Describe the research based instructional materials used in the reading program.
Include a description of how each of the following will be integrated.
The instructional materials include strategies and accommodations that meet the
needs of all students, including limited English proficient (LEP) and students with
disabilities (SWD), as well as advanced and gifted students.
a. Core Reading Program
Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.
b. Supplemental materials
In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CCRP collection, along with other leveled texts will be used to instruct these groups.
There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin CCRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time: QuickReads - is a program for 2nd through 4th graders that is specifically designed to improve students' fluency, and has strong comprehension, vocabulary and background knowledge elements as well. The prescribed lesson format includes 3 reading of the same passage within an instructional period of approximately 15 minutes.
Elements of Reading: Vocabulary - is an oral vocabulary instructional program designed for kindergarten through 3rd graders. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.
c. Intervention programs for struggling readers
The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.
Early Success – is an intervention program designed for 1st and 2nd graders who are below grade level. The daily lessons are patterned after a 3 step model: rereading for fluency, reading a new book, and working with words and sentences.
Soar to Success – is an intervention for 3rd through 8th graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.
Voyager Passport – is an intervention for kindergarten – 3rd graders who encounter reading difficulty and are performing below grade level. The goal of
Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CCRP, the program can be delivered by a trained teacher, or paraprofessional.
Earobics – provides students help in developing the foundational skills to become successful readers. The primary goals of this program are to give teachers effective strategies for teaching reading and to give students practice developing skills not found in the CCRP through the combined use of software, teacher directed activities, manipulatives and books.
d. Materials and programs, including educational software, to provide additional support in reading growth for all children.
Educational software must supplement and not supplant instruction by a highly qualified instructor.
In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).
e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.
Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries.

Professional Development

Using the School Improvement Zone's organizational structure, professional development will be provided to teachers and appropriate staff during the professional development days and on early release days. Training will be focused on the development of the teacher with a focus on the teaching of reading and literacy. Professional development will include Snapshot

and Edusoft data managememt systems, CRISS, Professional Learning Communities, Continuous Improvement Model, Reading Plus, Voyager Passport, Voyager Passport, KIDBIZ 3000, and FCAT Explorer.

Goal: Reading – Professional Development Aligned with this Objective
Leadership #2 (l-o)(use h-k), #4 (a-b), #6 (a-c) of the CRP Template

2. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the Reading Coach. The following areas must be addressed:

Principal

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

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

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

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

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at http://destiny.dadeschools.net.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

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

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

6. The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?
a. Describe how the coaches' role will be explained to school level administrators.
Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.
b. Describe how the coaches' role will be explained to the teachers at the school level.
Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.
c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.
Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).
Coaches will be given the opportunity to:
• Deepen their content knowledge
• Become aware of new professional development resources and materials
• Collaborate with mentor teachers and other coaches
• Objectively reflect on their own coaching work
• Learn how to interpret data and use it to drive instruction
Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:
• Examination and discussion of scientifically-based research in reading;
• Delivery and scaffolding of instruction in the five major reading components;
• Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
• Data analysis for planning instruction and effective use of time;
• Methods for providing differentiated instruction in the classroom;
• Meeting the need of all students specific to individual school sites; and
• Increasing instructional density.
School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:
• Reviewing sample lesson plans and adapting them for the classroom;
• Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
• Planning with a study group that focuses on implementing new practices;
• Analyzing student data;
• Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
• Analyzing student performance data to monitor student progress 35% of the time; and
• Planning in a cadre with other coaches 10% of the time.

Evaluation

The success of meeting the objectives will be measured by the scores on the 2008 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed bi-weekly benchmark assessments.

Mathematics Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Students at Holmes Elementary School will continue to improve the mathematics performance for all students.

Needs Assessment

According to the results of the 2007 FCAT Mathematics Test, 54 percent of the third to fifth grade students scored at or above a Level 3 on the FCAT Mathematics Test.

Further analysis of the 2007 FCAT data indicates that the students in grade 4 demonstrated an increase in all content areas as compared to the 2006 FCAT administration. Although students in grade 3 demonstrated an increase in the content area of geometry, there was no increase in the content areas of number sense, measurement, algebraic thinking and data analysis. In addition, students in grade 5 demonstrated an increase in the content area of data analysis.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a diagnostic pre- and post-test, monthly cumulative assessments, and bi-weekly benchmark assessments in mathematics which are aligned to the Sunshine State Standards.	Administration, Curriculum Support Specialist, and Mathematics Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize a data management system, to score assessments and monitor student progress. These disaggregated data reports will be used to redirect classroom instruction; provide enrichment and remediation; and for placement of students in flexible tutorial groups.	Administration, Edusoft Administrator and Mathematics Teacher	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize computer-assisted programs in reading such as Successmaker, Riverdeep, and FCAT Explorer to provide individualized differentiated intervention, reinforcement, and enrichment activities for students based on their achievement level.	Administration, Technology Facilitator and Mathematics Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement After-School and Saturday School Tutorial Programs for all students to target specific needs and/or enrichment activities.	Administration, After-school Program Director and Tutoring Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	30000
Employ the coaching model (planning with teachers, demonstrating strategies, practice, and feedback) to support the core mathematics program.	Administration, and the Curriculum Support Specialist	8/20/2007	6/11/2008	Continuous Improvement Model	52000
Focus instruction on the Number Sense and Algebraic Thinking strands and instruct the remaining content strands of Measurement, Geometry, Data Analysis, and Probability according to the timeline identified in the school developed Instructional Focus calendar for Mathematics.	Administration and Mathematics Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement the On Target Program to provide specific intervention, reinforcement, and enrichment activities for students based on their achievement level.	Administration and Mathematics Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	7000

Research-Based Programs

Scott Foresman Mathematics Program
Supplemental programs will include RiverDeep, FCAT Explorer and SuccessMaker.

Professional Development

Professional development will be provided to teachers and appropriate staff during professional development days, and on early release days. Training will include the core mathematics program, intervention programs, and best practices for instructing number sense and algebraic thinking, and assessments assessed at the elementary school level. In addition, best practices in mathematics will be shared at monthly faculty meetings. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Success of meeting the objectives will be measured by the scores on the 2008 FCAT Mathematics Test. Formative bi-weekly benchmark assessments and quarterly assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

Miami-Dade County Public Schools

Writing Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☑	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☑	☐	☐

Writing Statement

The students in grade four at Holmes Elementary will increase writing performance for all students.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 84 percent of the students tested met the state standard of 3.5 or above in writing. Students will show a 1 percent gain on the 2008 Writing Test. The data revealed test improvement is needed in expository writing. The data indicates the strength is in narrative writing. Continuous instruction is required as we seek to raise student achievement levels. Professional development is needed in the areas of pre-writing skills; vocabulary development, editing and using the rubric to score student writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 85 percent of the students in grade four scoring at level 3.5 or higher on the 2008 FCAT Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and analyze the District's pretest for narrative and expository prompts to establish differentiated instructional groups.	Administration and Teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement the Sanron Writing Program in grades K-3.	Administration and Language Arts Teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	3000
Incorporate writing throughout all content areas and include strategies specific to each area.	Administration, Reading Coaches, and Teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Provide teacher support by using the coaching and mentoring model. This will assist teachers with the implementation of monthly writing prompts, the interpretation of the six point Scoring Rubric, analysis of student writing, and provide specific strategies to guide instruction to ensure writing gains.	Administration, and Reading Coaches	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Implement the Florida Writes! writing program in grades 3 - 4.	Administration, Reading Coaches, and Language Arts Teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Reading Program

Professional Development

Professional development will be provided by the Reading Coaches to include six areas of professional growth for teachers at the school site:

• Holistic scoring using the 6 point rubric;
• Examination and discussion of scientifically-based research in reading/language arts;
• Delivery and scaffolding of instruction in the five major reading/language arts components;
• Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
• Data analysis for planning instruction and effective use of time;
• Methods for providing differentiated instruction in the classroom

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

• Reviewing sample lesson plans and adapting them for classroom use;
• Co-planning and co-teaching lessons with a knowledgeable peer or a SIZ Curriculum Support Specialist;
• Analyzing student data;
• Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices;
• Analyzing student performance data to monitor student progress; and
• Planning in a cadre with other coaches.

Evaluation

The success of meeting the objectives will be measured by the scores on the 2008 FCAT Writing Test. District monthly assessments will be used to monitor students' progress.

Science Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

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✔	✔	✔	✔	✔

Science Statement

Students at Holmes Elementary will increase their science performance skills as evidenced by an increase in the number of students scoring at Level 3 and above on the 2008 FCAT.

Needs Assessment

The results of the Grade 5 FCAT Science test administration indicates that the fifth grade students need to increase the percentage of students meeting high standards by 25 percent. Students must demonstrate an increase of 8 percentage points in physical/chemical, life/environmental content areas. In addition, students must demonstrate an increase of 7 percentage points in the content area of earth/space and 17 percentage points in scientific thinking in order to meet the state and district criteria. Professional development is needed in the areas of experimental demonstrations, concept development, and scientific thinking.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 29 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate the NASA SEMAA inquiry-based, hands-on investigations once weekly to enhance science instruction	Administration, Lead Teacher and Science Teachers	8/20/2007	6/11/2008	Academic Enrichment Opportunities	25000
Disaggregate and analyze the 2007 FCAT Science test to identify strengths and weaknesses of students in grade five.	Administration, Lead Teacher, Curriculum Support Specialist and Science Teachers	08/20/2007	06/11/2008	Continuous Improvement Model	0
Utilize the district developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grade five.	Administration, Lead Teacher and Curriculum Support Specialist	8/20/2007	6/11/2008	Continuous Improvement Model	57000
Conduct staff development to promote the teaching of science process skills.	Administration, Lead Teacher and Curriculum Support Specialist	08/20/2007	06/11/2008	Continuous Improvement Model	0
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project based learning, such as: cooperative groups, hands-on activities and problem-solving/critical thinking strategies.	Administration, Lead Teacher and Curriculum Support Specialist	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide intervention/remediation strategies for students who are not performing satisfactory on monthly and cumulative assessments.	Administration, Lead Teacher and Curriculum Support Specialist	8/20/2007	6/11/2008	Continuous Improvement Model	0
Conduct a school wide Science Fair for students to demonstrate application of the Scientific Process for students in third to fifth grade.	Administration, Lead Teacher, Curriculum Support Specialist, and Third to Fifth Grade Teachers	08/20/2007	06/11/2008	Other/ Not Applicable	800
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades three to five.	Administration, Lead Teacher, Curriculum Support Specialist and Third to Fifth Grade Teachers	08/20/2007	06/11/2008	Continuous Improvement Model	500

Research-Based Programs

Harcourt-Brace Science Series
NASA SEMAA Program (I Choose)
RiverDeep

Professional Development

Professional development will be provided to teachers and appropriate staff during early release days and professional development days. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level.

NASA SEMAA teachers will also participate in professional development workshops to develop their knowledge base of the program mission.

Evaluation

Scores of the 2008 FCAT Science test will be used to evaluate this objective. In addition, we will review data collected from the School Improvement Zone Pre/Post Tests and monthly assessments to monitor progress.

Parental Involvement Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

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✔	✔	✔	☐	✔

Parental Involvement Statement

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

Needs Assessment

The data reflected on the 2006-2007 Annual Survey of Title I Parental Involvement indicated that 400 parents participated in school-based activities. The level of involvement of both parents and community-based organizations will need to be highly focused and well planned to maximize the efforts to generate increased participation and support.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a minimum of 500 parents participating in school activities as evidenced by the data attained from the 2007-2008 Annual Survey of Title I Parental Involvement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Combine efforts by administration, faculty, parent representatives and community-based organizations in order to survey parent's needs, prioritize the areas of greatest concern and plan activities to address the identified areas.	Administration, EESAC and Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	30000
Provide informational workshops through the school and THE PARENT ACADEMY to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related health issues, direct their own personal educational growth and the use of technology.	Administration, and the Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize the Parent Compact (Title I parent contract) to engage their active involvement and support in both school and home based learning.	Administration, Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center with instructional materials for check-out and use at home. Additionally, parents will be encouraged to use the resources available through THE PARENT ACADEMY.	Administration, Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Plan and facilitate special 'Family Night' activities such as Open House, Title I Parent Orientation, Report Card Pick-up Day, Mathematics/Science Family Fun Night, Holiday Programs, Family Fun Day, and Awards Ceremonies to encourage additional opportunities for parental involvement.	Administration, and Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	3000
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits.	Administration and Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the participation of parents and community-based organizations by maintaining the use of sign-in sheets, logs of attendance and delivery of service.	Administration and Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Include parent's active participation in decision-making groups such as the PTA and the School Advisory Council.	Administration, EESAC Chair, PTA Board and Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide an informal forum to engage parents in various science and mathematics activities through the NASA SEMAA Program.	Administration, Lead Teacher, and Parental Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	500

Research-Based Programs

Just Read Families! "Getting Started", Families Building Better Readers and National PTSA Standards for Parent and Family Involvement.

Professional Development

Parents and teachers will collaborate and actively participate in the following activities: the Title I Instructional Fair, an annual opening of school activity to acquaint teachers and parents with instructional materials that be can used at school and at home; Educational Excellence School Advisory Council (EESAC) Workshop Series, a series of workshops presented during the school year that seeks to train stakeholders on how to effectively participate in helping to make informed decisions on the school operation and its budget; and SIZ/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.
Other trainings will include Electronic Grade Book, FCAT Awareness and Monthly PTSA meetings.

Evaluation

Data will be obtained from activity/workshop sign-in sheets, attendance logs and delivery of service, as reported on the 2007-2008 Annual Survey of Title I Parental Involvement.

Discipline & Safety Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

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✔	✔	✔	☐	☐

Discipline & Safety Statement

Holmes Elementary will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Analysis of data indicates that one of the greatest needs at Holmes Elementary is to improve student behavior. This is evident through the analysis of indoor and outdoor suspensions during the 2006-2007 school year. The 2006-2007 report shows that there was a significant decrease of students suspended as compared to the 2005-2006 school year. There is still a need for improvement of student behavior. A continued focus on decreasing negative behavior will help us to create a safe and orderly environment.

Measurable Objective

Given instruction using the Code of Student Conduct Handbook and alternative to suspension interventions, the outdoor suspension rate will decrease by 10 percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Form a committee with our stakeholders, in order to create a school-wide discipline plan.	Administration, Discipline Committee, and Guidance Counselors	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the implementation of the school-wide discipline plan and provide incentives and awards for improved behavior and perfect attendance.	Administration, Discipline Committee and Guidance Counselors	8/20/2007	6/11/2008	Other/ Not Applicable	1000
Provide workshops to parents on parenting and alternative discipline strategies.	Administration, Guidance Counselors, and Community Involvement Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement a bullying Prevention Program, K - 5.	Administration, Guidance Counselors and Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	500
Coordinate participation of fifth grade students in the Project DARE program.	Administration, Guidance Counselors and Fifth Grade Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the district's character education curriculum.	Administration, Guidance Counselors	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

All teachers will receive professional development in the following areas:
• Intervention skills for dealing with violent and potentially
  violent students
• Conflict Resolution
• Classroom management that promotes student self-discipline
• Counseling of at risk students
• Code of Student Conduct

Evaluation

Data collected from the 2007-2008 SCM Report will be used to evaluate this objective.

Technology Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	☐

Miami-Dade County Public Schools

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✔	✔	✔	☐	☐

Technology Statement

Increase student use of technology by providing Professional Development to teachers on technology usage in the classroom.

Needs Assessment

Holmes Elementary is now housed in a new school building. This year we will have full access to technology in all classrooms therefore teachers will need to enhance their skills in the use of all available technology. Teachers now have Smartboards in every classroom.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of six workshops on the use of technology during the 2007-2008 school year as documented by the sign in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize technology to retrieve, evaluate, and use information related to student progress.	Administration, Reading Coaches, Science Lead Teacher, and Technology Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Infuse the student-based programs into the curriculum, giving students daily opportunities to utilize technology.	Administration, Classroom Teachers and Technology Facilitator	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide teachers with training in the following areas: Reading Plus, Accelerated Reader, Edusoft, Electronic Grade Book, FCAT Explorer, Smartboard	Administration, Technology Facilitator	08/11/2007	06/11/2008	Other/ Not Applicable	0

Research-Based Programs

Reading Plus, Accelerated Reader, FCAT Explorer, Riverdeep,

Professional Development

Teachers will participate in the following professional development/training sessions:
• Reading Plus
• Edusoft
• Electronic Grade Book
• Smartboard

Evaluation

Progress will be monitored by teachers' attendance, sign in logs and training packets. In addition, students' progress reports will be maintained in a data notebook.

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
✔	✔	✔	✔	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

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✔	✔	☐	☐	☐

Health & Physical Fitness Statement

Holmes Elementary will improve Student Health and Physical Fitness.

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 60 percent of the students in grades 3-5 taking the fitness test received a gold or silver fitness award. These results indicate a need for students in grades 3-5 to become more physically active and health conscious.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by 70 percent of the students passing the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Direct and oversee students' participation in the following activities in order to prepare for the FITNESSGRAM. • Physical Fitness (one mile) • One minute curl ups as age/grade appropriate • One minute push-ups as age/grade appropriate • Body stretching for flexibility	Administration Physical Education Teachers	8/20/2007	6/11/2008	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.	Administration Physical Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide students activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administration, Physical Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administration, Physical Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

2007-2008 FITNESSGRAM

Professional Development

N/A

Evaluation

2007-2008 FITNESSGRAM results.

Electives & Special Areas Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	☐

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✔	✔	✔	☐	☐

Electives & Special Areas Statement

Holmes Elementary School aims at increasing student participation in Advanced Academic Programs.

Needs Assessment

School records indicate that 3 students participated in the Gifted Program during the 2006-2007 school year. Holmes Elementary had only one Teaching Enrichment Activities to Minorities (TEAM) classroom. In order to continue to increase the number of students who participate in advanced academics program an emphasis will be placed on ensuring that more students participate in the Academic Excellence Programs during the 2007-2008 school year.

Measurable Objective

Given instruction with a emphasis on participation of students in advanced academic programs, a minimum of 50 students will participate in Academic Excellence Programs during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an Academic Excellence Program in the Drama/Public Speaking Strand.	Administration, Academic Excellence Program Teacher	08/20/2007	06/11/2008	Advanced Academics	1000
Establish a TEAM class in first grade.	Administration, TEAM Teacher	08/20/2007	06/11/2008	Advanced Academics	0
Provide field trips that will expose students to real-life experiences related to the curriculum content of the Academic Excellence Program strands.	Administration, Academic Excellence Program Teacher	08/20/2007	06/11/2008	Advanced Academics	1000
Identify students who are high achieving to participate in the Academic Excellence Program.	Administration, Academic Excellence Program Teachers	08/20/2007	06/11/2008	Advanced Academics	0
Provide classroom teachers with Professional Development that will assist them in identifying students who exhibit a need for enrichment activities.	Administration, Psychologist and Counselors	08/20/2007	06/11/2008	Advanced Academics	0

Research-Based Programs

N/A

Professional Development

Selected teachers will receive training on the implementation of the Drama/Public Speaking strand of the Academic Excellence program. Furthermore, teachers will receive training on characteristics of students that exhibit a need for enrichment activities that could be provided via Advanced Academic Programs. The TEAM teachers will receive training on strategies to enrich and cultivate academic excellence among high achieving students.

Evaluation

Holmes Elementary will use enrollment data in the Academic Excellence Program to document student participation in the program.

Return On Investment Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	✔	✔

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✔	✔	✔	✔	✔

Return On Investment Statement

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

Needs Assessment

The most recent data supplied by the FLDOE indicates that in the state of Florida during the 2006-2007 school year, Holmes Elementary ranked in the one percent as compared to all elementary schools. The district cost per student is at $6, 980.00, the state cost per student is $6,396.00. The average cost per student at Holmes Elementary is $9,936.00.

Measurable Objective

Holmes Elementary School will improve its ranking on the state's Return on Investment Index as evidenced by a minimum of a three percentage point increase.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources.	Administration	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use student data to target specific areas for improvement and make purchases that will impact the instructional program and student achievement.	Administration	8/20/2007	6/11/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use student performance data to influence decision-making.	Administration	8/20/2007	6/11/2008	Other/ Not Applicable	0
Collaborate with the district/zone in order to identify available resources.	Administration	8/20/2007	6/11/2008	Other/ Not Applicable	0
Discuss issues related to school expenditures, monitor all instructional programs for effectiveness, and measure the impact on student achievement.	Administration	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

NA

Professional Development

NA

Evaluation

NA

EESAC Compliance

YES	NO	
☑	☐	*The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.*

Budget:

The EESAC made recommendations to purchase instructional materials, provide students with incentives, and allocate funds to improve parental involvement.

Training:

The EESAC made recommendations to provide professional development to beginning teachers, as well as provide training to all instructional staff on reading, mathematics, science and classroom management.

Instructional Materials:

The EESAC recommended that the school continue to purchase Voyager for all students. The program will continue to be implemented during the intervention period of the day. Voyager is a research based program that will allow us to target reading deficiencies in our students.

Technology:

The EESAC reviewed the technology needs of the school. The recommendation was to provide additional computers for classroom use. The software needs were also reviewed. The school presently has Reading Plus available to the students. Additionally, the EESAC recommended that the school purchase the Enterprise version of Accelerated Reader, a program that will assist students with improving reading comprehension.

Staffing:

The EESAC supports the administration in its effort to continue to keep classroom sizes as low as possible. Low student to teacher ratios are needed in order to ensure that students make optimum progress.

Student Support Services:

Members of our EESAC were instrumental in the development of the schoolwide discipline plan. This plan was developed by the teachers, and the student services department.

Other Matters of Resource Allocation:

The EESAC continues to support low class sizes, provide needed instructional materials to our students, and to continue to provide intervention services to our students.

Benchmarking:

The EESAC was debriefed on the assessments that will be implemented during the school year that will assist in the monitoring of student achievement. After reviewing the 2006-2007 FCAT results, the EESAC recommended that we continue to focus on providing differentiated instruction in our intervention programs, in order to meet the specific needs of all of our students.

School Safety & Discipline:

The EESAC provided input in the development of the schooolwide safety and discipline plan. Currently, the school counselors assist teachers in the implementation of the plan and monitor its progress.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	1123000
Mathematics	89000
Writing	3000
Science	83300
Parental Involvement	33500
Discipline & Safety	1500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	2000
Return On Investment	0
Total	1335300

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