

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Howard Drive Elementary School (2541)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Deanna Dalby

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Howard Drive Elementary is a pre-kindergarten through grade five school built in 1961 and located at 7750 S.W. 136 Street in Miami, Florida. Howard Drive Elementary School is in the Miami Palmetto Senior High School feeder pattern. The percentage of student attendance for the 2006-2007 school year was 96.59%. The student population is 47.5% White, 21% Black, 26.5% Hispanic, and 5% Asian Indian, or Multiracial. Howard Drive Elementary has a family atmosphere where the Parent Teacher Association has 100% enrollment. Students participate in an array of programs that include English Language Learner (ELL), Special Education (SPED), and Gifted. The gifted program (Cosmos Center) is a pull-out gifted program providing services to Coral Reef Elementary, Howard Drive Elementary, Palmetto Elementary, and Pinecrest Elementary for grade four and grade five students. Before school, students participate in Art Club, Music Club, Running Club, and Jump Rope Club. Additional extracurricular activities include the Academic Excellence Program, Student Council, Future Educators of America, and academic tutoring. Howard Drive's FIRST (Furthering Instructional Reading Skills Today) Academy tutorial program for at-risk grade one students was partially funded through a Toolbox for Education grant from Target. Howard Drive has many community partners that include: Dade Sports, Cold Stone, Dairy queen, and Dixie Landscaping that assist the school in a variety of ways by rewarding students for outstanding achievements as well as providing snacks, programs, and awards for the school. Through the partnerships with many stakeholders, Howard Drive Elementary was able to earn a school performance grade of "A" on the 2006-2007 Florida School Accountability Report. The report indicated that 15% of the students scored a Level 1 or 2 in Reading, 17% in Mathematics, and 46% in Science. The report also showed that all grade levels made increased their learning gains from the previous year in Reading, Mathematics and Science, and 98% of the students are meeting state standards in Writing on the FCAT Writing+. In addition, 92% of the criteria on the Federal No Child Left Behind Act were satisfied. Results showed that the Black, Economically Disadvantaged, and Students with Disabilities attending Howard Drive did not meet Adequate Yearly progress in Reading. The performance of these subgroups in Reading and the performance of the 5th grade students performing in the lower quartile in Science on the Florida Comprehensive Assessment Test (FCAT) are areas of concern.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills, as evidenced by 86% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will increase their reading skills, as evidenced by 58% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their reading skills, as evidenced by 58% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will increase their reading skills, as evidenced by 58% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 84% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will increase their mathematics skills, as evidenced by 62% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills, as evidenced by 62% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five will increase their mathematics skills, as evidenced by 62% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing, as evidenced by 90% or more of the students achieving a Level 3.5 or above on the 2008 administration of the FCAT Writing+ test.

Given instruction using the Sunshine State Standards, students in grade five will increase their proficiency in science, as evidenced by 72% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase as evidenced by comparing the attendance of the 2007-2008 Parent Curriculum Night to the 2005-2006 Parent Curriculum Night.

Given an emphasis on a safe and orderly learning environment, there will be a two percent decrease in the number of student referrals for general misconduct during the 2007 - 2008 academic year when compared to the 2006 - 2007 academic year.

Given increased opportunities for professional development, teachers will increase their use of technology, as evidenced by 75% of the teachers utilizing the Smart Board technology to enhance instruction during the 2007-2008 school year.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four and five will improve their overall fitness as evidenced by 71% or more of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Results from the 2007 FCAT Writing+ test revealed that the writing scores increased compared to the 2006 administration of the test. 97% of the students in grade 4 achieved high standards on the Narrative writing while 88% achieved high standards on the expository writing. The narrative scores have consistently lagged behind the expository scores and is a school wide focus this year. To ensure that expository writing does not fall behind, the special area teachers: music, art, and Spanish will write essays pertaining to their fields of study to enhance writing in this area.

Given an emphasis on No Child Left Behind, Howard Drive Elementary's Return On Investment percentile ranking will increase by at least 1 percentage point.

According to the Organizational Performance Improvement Snapshot (OPIS), Howard Drive Elementary School needs improvement in the following areas: Strategic Planning and Process Management. Strategic Planning average category score was a 4.3. This can be increased by involving all school stakeholders in the long range planning of the school's various initiatives that include but are not limited to academics, after school activities, and data analysis that impacts school operations. Process Management average category score was a 4.2. This can be increased by completing a needs assessment of what the school's needs are. This can be accomplished through collaborative discussions with grade chairs and departmental committees regarding the schools, grade level, and departmental needs throughout the year.



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.

2541 - HOWARD DRIVE ELEMENTARY SCHOOL

VISION

Howard Drive students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers, and self-directed lifelong learners. They will develop an understanding of rights and responsibilities leading to good citizenship, as well as understanding and respecting individual differences and diversity among cultures.

MISSION

The Howard Drive Elementary School staff, parents, and community are committed to providing a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional, and social development.

CORE VALUES

Howard Drive Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school. We are dedicated to quality: quality of service, quality of relationships, and quality of communications. We believe that we should be, for all who are involved, a place of realized potential; and, we believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

School Demographics

Howard Drive Elementary is a prekindergarten through grade five school built in 1961. The school is located at 7750 S.W. 136 Street in Miami, Florida where it sits on 9.35 acres of land. Howard Drive Elementary is in the Miami Palmetto Senior High School feeder pattern. Howard Drive has an enrollment of 587 students and an average class size of 17.84 and 19.00 for grades PreK-3 and grades 4-5 respectively. The percentage of student attendance for the 2006-2007 school year was 96.59%. There are 31 students who receive reduced lunch, 151 students who receive free lunch, and 58 students who receive free-direct lunch. Howard Drive utilizes a modular building that has been in existence for two years to house all of the school's 4th and 5th grade classrooms. This modular building eliminated the need for additional portable classrooms on campus.

The student population is 47.5% White, 21% Black, 26.5% Hispanic, and 5% Asian/Indian Multiracial. The average percentage of daily student attendance is 96.59%. Howard Drive Elementary was able to earn a school performance grade of "A" on the 2006-2007 Florida School Accountability Report. The report indicated that 15% of the students scored a Level 1 or 2 in Reading, 17% in Mathematics, and 46% in Science. The report also showed that all grade levels made increased their learning gains from the previous year in Reading, Mathematics and Science, and 98% of the students are meeting state standards in Writing on the FCAT Writing+. +. In addition, results of the Federal No Child Left Behind Act indicated that the Black, Economically Disadvantaged, and Students with Disabilities attending Howard Drive did not meet Adequate Yearly progress in Reading.

Howard Drive has a faculty that consists of 52 full time teachers. The teacher population is 43% White, 25% Black, and 32% Hispanic. At this time, Howard Drive Elementary has 26 teachers that have received advanced degrees and 10 teachers that have received their National Board Certification. Howard Drive has received the following awards: The Florida School Recognition Platinum Award, The Golden School Award, Miami-Dade County History Bee, Miami-Dade County Geography Bee, and the United Way Award.

Howard Drive Elementary provides services to both standard curriculum students and students with disabilities in grades Pre-K through five. These services include psychological testing, speech therapy, and behavior management. The school employs both a contracted counselor to meet the needs of emotionally handicapped students, as well as an on-staff counselor to meet student needs on a day-to-day basis. The school's program for students with Emotional and Behavioral Disabilities (E/BD) are designed to provide the support students require to access their education. All E/BD programs strive to address the diverse needs of the students, utilizing individualized approaches, instructional, therapeutic and behavioral realms into cohesive educational programs that employs their own psychologist, art therapist, and diagnostician. The school's Cosmos Center is a pull-out gifted program providing services to Coral Reef Elementary, Howard Drive Elementary, Palmetto Elementary, and Pinecrest Elementary for grade four and grade five students.

Howard Drive Elementary School is a part of the Miami Palmetto Feeder Pattern. Upon promotion to the sixth grade, students entering the sixth grade attend either Southwood or Palmetto Middle schools. Both schools were an 'A' during the 2006-2007 school year. Howard Drive has many community partners that include: Dade Sports, Cold Stone, Dairy queen, and Dixie Landscaping that assist the school in a variety of ways by rewarding students for outstanding achievements as well as providing snacks, programs, and awards for the school.

School Foundation

Leadership:

Howard Drive Elementary's mission and values are well defined, as indicated by an average score of 4.4 out of 5 in leadership on the Organizational Performance Improvement Snapshot (OPIS). The administration works within a constructive framework to create an environment that fosters positive communication and encourages life-long learning. In an effort to further this relationship, the administration will continue to strive to maintain and improve two-way communication regarding the day to day operation of the school.

District Strategic Planning Alignment:

Howard Drive Elementary scored an average score of 4.2 out of 5 on the OPIS, indicating that goals and objectives are frequently addressed in an effort to provide a continuous improvement planning model. The staff participates in strategic planning sessions through department chairs and grade group meetings. The administration supports an open door policy that encourages the input of ideas, allowing a fluid evolution of realistic and attainable school wide goals.

Stakeholder Engagement:

Howard Drive Elementary School scored a 4.4 out of 5 on the OPIS, indicating it does an effective job of encouraging communication from all stakeholder groups. Its primary decision making group, the Educational Excellence School Advisory Council (EESAC), guarantees that teachers, parents, administrators, and members of the community are involved in providing feedback, an essential ingredient in determining customer satisfaction.

Howard Drive Elementary also strives to solicit parental feedback by developing relationships that encourage school-community involvement. This feedback enables the school to tailor its educational program to meet the needs of its customers. Howard Drive must continue to encourage its customers to share areas of concern in order to have the necessary information to identify and solve problems on an ongoing basis.

Faculty & Staff:

Howard Drive Elementary meets the challenge of ensuring the quality of its teachers by providing the faculty with curriculum development sessions, continuing education opportunity information, and personal and professional growth workshops. This was evidenced by an average score of 4.4 out of 5 on the OPIS. The challenge of retaining dedicated and motivated teachers is met by the administration's effort to involve teachers in the planning processes of school curriculum and its implementation and in making scheduling decisions. Being a part of these processes reinforces the teachers' commitment to go above and beyond what is expected to provide each child with the opportunity to learn. The school climate allows beginning teachers to become involved in the planning processes, along with veteran teachers. The staff is challenged with the need to continually meet higher standards, along with infusing the students with a love of learning.

Data/Information/Knowledge Management:

Howard Drive Elementary meets the challenge of ensuring the quality of its teachers by providing the faculty with curriculum development sessions, continuing education opportunity information, and personal and professional growth workshops. This was evidenced by an average score of 4.5 out of 5 on the OPIS. The challenge of retaining dedicated and motivated teachers is met by the administration's effort to involve teachers in the planning processes of school curriculum and its implementation and in making scheduling decisions. Being a part of these processes reinforces the teachers' commitment to go above and beyond what is expected to provide each child with the opportunity to learn. The school climate allows beginning teachers to become involved in the planning processes, along with veteran teachers. The staff is challenged with the need to continually meet higher standards, along with infusing the students with a love of learning.

Education Design:

Howard Drive Elementary School provides a multi-faceted approach in providing quality educational experiences for its students; as a result it scored an average of 4.6 out of 5 on the OPIS. In facilitating this approach, teachers, parents and administrators are involved in data gathering and evaluation, considered an essential part of program improvement. This collaboration facilitates the communication that enables the school to disseminate data effectively at all levels and tailor its educational program to meet the needs of stakeholders through effective global decision making.



School Improvement Plan 2007-2008



Performance Results:

Howard Drive Elementary exhibits dedication to the development of the whole child as indicated by an average score of 4.8 out of 5 on the OPIS. Howard Drive teachers, with the support of the administration and counselor, work toward reducing suspension rates through strategic planning. The administration and teachers positively impact academic achievement by promoting good attendance through awarding incentives.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Students will acquire the necessary skills in reading to meet the state's reading standards.

Needs Assessment

Results of the 2007 FCAT Reading test indicated that 85% of the students in grades three through five achieved a Level 3 or higher and 73% made annual learning gains. While this is an improvement from the previous year's data, an analysis of the school's AYP report indicated that 42% of the Black students achieved a Level 3 or higher on the Reading test. Also, 46% of the Economically Disadvantaged students achieved a Level 3 or higher on the Reading test. Furthermore, 38% of the Students with Disabilities achieved a Level 3 or higher on the Reading test. An analysis of the reading content clusters for the 2007 FCAT revealed that significant decreases occurred in the areas of Words/Phrases in 4th grade and in Main Idea/Author's Purpose in 5th grade.

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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills, as evidenced by 86% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Black students in grades three through five will increase their reading skills, as evidenced by 58% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their reading skills, as evidenced by 58% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will increase their reading skills, as evidenced by 58% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Assistance for Classroom Teachers (ACT) paraprofessionals to facilitate grouping for small group instruction, focusing on intervention and remediation of specific reading skills.	Classroom Teachers	9/14/2007	6/5/2008	Other/ Not Applicable	0
Utilize data from DIBELS assessments for all grade three students and level one and two students in grades four and five.	Reading Coach, Assistant Principal	9/18/2007	6/5/2008	Other/ Not Applicable	0
Utilize the Comprehensive Research-Based Reading Plan to monitor student progress through the use of the district's Interim Assessments for Reading.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis. Provide a tutorial program for those students identified as being in the lowest 25%, Black, Economically Disadvantaged, and Student With Disabilities subgroups on the 2007 FCAT Reading Test and/or Stanford Achievement Test.	Assistant Principal, Reading Coach, Classroom Teachers	9/14/2007	3/6/2008	Other/ Not Applicable	3600
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Regional Center V Staff	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize appropriate technology programs for introduction, reinforcement, and/or evaluation of reading content to target Students with Disabilities and the lowest 25% including FCAT Explorer and Read 180.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize The technology program "Learning Today" to target Students With Disabilities (SWD) in grades three through five.	Technology Instructor, Assistant Principal, Classroom Teacher	8/20/07	6/5/08	Other/ Not Applicable	0
Administrators will schedule grade level planning time in order for teachers to network, plan, and review curriculum using Creating Independence through Student-owned Strategies (CRISS), with administrators and media specialist to address individual needs and place emphasis on maintaining the number of students receiving a Level 3 or higher. Administrators and the Media Specialist can then offer support through professional development, materials, or needed supplies.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading is the research-based reading program being utilized in grades kindergarten through five. Additionally, Voyager, Accelerated Reader, and Read 180 technology-based reading programs are used.

Professional Development



School Improvement Plan

2007-2008



Ongoing professional development opportunities for teachers, relevant to reading instruction will be provided. Differentiated instruction is the school-wide focus for professional development and will be given throughout the year. Continuous mentoring will be provided for the teachers that are new to the school or grade level through weekly grade level planning meetings and an assigned mentor.

Evaluation

This objective will be evaluated through the administration of the 2008 FCAT Reading test, DIBELS, monthly assessments, and progress monitoring through District Interim 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Students will acquire the necessary skills in mathematics to meet the state's standards.

Needs Assessment

Results of 2007 FCAT Mathematics test indicated that 83% of the students achieved a Level 3 or higher and 74% of the students made learning gains. While this is an improvement from the previous year's data, an analysis of the school's AYP report indicated that 37% of the Black students achieved a Level 3 or higher on the mathematics test. Also, 48% of the Economically Disadvantaged students achieved a Level 3 or higher on the mathematics test. Furthermore, 41% of the Students with Disabilities achieved a Level 3 or higher on the mathematics test. An analysis of the mathematics content strands for the 2007 FCAT revealed that Number Sense and Algebraic Thinking are weaknesses in grades 3-5.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 84% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Black students in grades three through five will increase their mathematics skills, as evidenced by 62% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills, as evidenced by 62% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five will increase their mathematics skills, as evidenced by 62% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize technology based mathematics application programs (Riverdeep and FCAT Explorer) to reinforce math concepts.	Technology Coordinator/Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Teachers	8/20/2007	6/5/2005	Other/ Not Applicable	0
Administer grade level Sunshine State Standards benchmarks assessment to monitor student progress.	Classroom Teachers, Principal, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Provide in-school daily interventions of small group instruction for students scoring in the lowest 25% of the FCAT mathematics test and targeted AYP subgroups.	Classroom Teachers, Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Regional Center V Staff	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize Sunshine Math Superstar Program to supplement mathematics instruction in the areas of problem solving and critical thinking and place emphasis on maintaining those students that have received a Level 3 or higher.	Classroom Teachers, Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Mathematics and Riverdeep Mathematics are the research-based mathematics programs being utilized in grades kindergarten through five.

Professional Development

Ongoing professional development opportunities for teachers, relevant to mathematics instruction will be provided (Riverdeep Mathematics, FCAT Explorer, Sunshine Math Superstars Program). Continuous mentoring will be provided for the teachers that are new to the school and/or grade level through weekly grade level planning meetings and an assigned mentor.

Evaluation

This objective will be evaluated through the administration of the 2008 FCAT Mathematics test, tutorial assessments, and ongoing progress monitoring through Interim assessments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students will learn to communicate effectively on narrative and expository writings and will meet the state's standards.

Needs Assessment

The results 2007 FCAT Writing+ test indicated that 92% of the fourth grade students achieved a Level 3.5 or higher. Data from the 2007 Writing+ test indicated that 97% of our fourth grade students achieved a Level 3.5 or higher on the expository portion of the test. Additionally, 88% of our fourth grade students achieved a Level 3.5 or higher on the narrative portion of the test. An analysis of the four year trend data suggests that more emphasis needs to be placed on narrative writings which should enable us to maintain or increase the amount of students achieving a Level 3.5 or higher on the 2008 administration of the FCAT Writing+ test.

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 demonstrate their proficiency in writing, as evidenced by 90% or more of the students achieving a Level 3.5 or above on the 2008 administration of the FCAT Writing+ test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate writing across the curriculum into daily journals to increase effective writing skills.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide a writing in-service for all teachers.	Administration, Classroom Teachers	9/26/2007	6/5/2008	Other/ Not Applicable	0
Utilize district FCAT Writing pre and post-tests in grades one through five utilizing the Rubric scoring system to identify students not meeting adequate writing requirements, implement a writing program to meet specific needs, and monitor progress through individual PMP's.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a school wide writing program to support writing instruction.	Assistant Principal, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a school wide "Word of the Week" program on morning announcements to enhance vocabulary acquisition.	Media Specialist, Administration, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide monthly ongoing practice in planning, writing, revising, editing using the Continuous Improvement Model (CIM) and focus on conventions of writing by utilizing narrative and expository prompts.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading is the researched-based program being used by grades kindergarten through five to teach writing.

Professional Development

Continuous mentoring will be provided for teachers new to the school and/or grade level through weekly grade level planning meetings and an assigned mentor. Ongoing professional development opportunities relevant to writing instruction will be provided (4-Square Method).

Evaluation

This objective will be evaluated through the administration of the 2008 FCAT Writing+ test. Ongoing evaluations will take place in grades one through five through the utilization of District authored pre- and post-test writing prompts and the monthly evaluation of narrative and expository 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Through inquiry-based science instruction, students will increase their understanding of the scientific process and meet the state's standards in Science.

Needs Assessment

Results of the 2007 FCAT Science test indicated that 47% of the students in grade five achieved a Level 3 or higher in science. An analysis of the data for science has suggested that Earth & Space Science is a weakness as the 5th grade students have consistently performed lower in this area three out of the last four years.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their proficiency in science, as evidenced by 72% or more of the students achieving a Level 3 or higher on the 2008 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize supplemental material to reinforce science concepts for students in grade five.	Science Committee/Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) by utilizing interim assessments in grades three through five to monitor student progress.	Administration, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide opportunities in grade five to highlight student and/or group achievement in science through a "Science Showcase".	Administration, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide grades Kindergarten through five with hands-on activities that integrate science and mathematics.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Regional Center V staff	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide science resources, aligned with the Sunshine State Standards, to support science instruction and targeted content clusters. Utilize school wide benchmark testing and the Scott Foresman Science series.	Principal, Assistant Principal, Classroom Teachers.	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Science is the research-based science program being utilized in grades kindergarten through five.

Professional Development

Ongoing professional development opportunities for teachers, relevant to science instruction will be provided (Hands-on Science, Scott Foresman Science). Continuous mentoring will be provided for teachers new to the school and/or a grade level through weekly grade level planning meetings and an assigned mentor.

Evaluation

This objective will be evaluated through the administration of the 2008 FCAT Science test and ongoing progress monitoring through Interim assessments.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Opportunities will be provided to increase the number of parents that participate in school related activities that enhance academic achievement.

Needs Assessment

Fewer than 20% of the Howard Drive parents attended the Curriculum Night offered in 2005-2006. An opportunity for improvement was that the Parent Curriculum Night was not offered during the 2006-2007 school year. The need for our parental involvement goal is to increase the amount of parent participation in the Parent Curriculum Night.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 3% increase as evidenced by comparing the attendance of the 2007-2008 Parent Curriculum Night to the 2005-2006 Parent Curriculum Night.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a FCAT Reading workshop for parents of grade three through five students to provide information on how to help their children improve their reading achievement.	Principal, Assistant Principal, Teachers.	12/6/2007	12/6/2007	Other/ Not Applicable	0
Conduct a parent FCAT Math training workshop appropriate to various grade levels which focus on strategies parents can use to impact student learning.	Principal, Assistant Principal, Classroom Teachers	12/6/2007	12/6/2007	Other/ Not Applicable	0
Invite parents to form literary groups with students during lunchtime that meet on a weekly basis.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote school involvement by disseminating information via the monthly school calendar and "Hurricane Happenings," the quarterly "Howard Herald," fliers, website, and marquee.	Principal, Assistant Principal, Teachers.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct a committee meeting involving all teachers participating in the Parent Curriculum Nights to discuss and develop activities.	Principal, Assistant Principal, Selected Teachers.	11/20/07	12/6/07	Other/ Not Applicable	0
Conduct a parent technology workshop to inform parents of appropriate web-based educational resources available through the internet that can impact home student learning. In addition, provide awareness of educational resources linked to the school's website at the school's open house resource fair.	Principal, Assistant Principal, Classroom Teachers.	11/19/2007	11/30/2007	Other/ Not Applicable	0

Research-Based Programs

The National Council of the PTA standards is our parental research-based program.

Professional Development

The school will provide curriculum fairs and technology nights for parents. Professional development opportunities for the counselor, media specialist, teachers, and parents will be provided. Newly elected EESAC members will attend district scheduling training sessions.

Evaluation

This objective will be evaluated through the documented parent sign-in logs from the 2007-2008 Parent Curriculum Night.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Through improved student attendance and a reduced suspension rate, students will develop an increased awareness of a safe, violence-free learning environment.

Needs Assessment

Analysis of the 2006-2007 Suspension Report data showed that 54 suspensions were administered at Howard Drive Elementary. The need for the discipline and safety goal is to decrease the amount of suspensions and increase the percentage of attendance.

Measurable Objective

Given an emphasis on a safe and orderly learning environment, there will be a two percent decrease in the number of student referrals for general misconduct during the 2007 - 2008 academic year when compared to the 2006 - 2007 academic year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize "Telesoft," a telecommunication program that automatically phones parents to inform them of their child's absence.	Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Recognize students for positive behaviors utilizing an incentive system including but not limited to: certificates, and the "Do the Right Thing" program.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the school counselor to form focus groups and peer mediation activities to reinforce positive behaviors. Involvement in focus groups will be monitored through logs maintained by the counselor.	Assisant Principal & Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to implement a school wide Discipline Plan.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review classroom discipline plans with teachers and maintain documentation of parent contacts, through a telephone/conference log.	Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Miami-Dade County Schools Cognos Suspension Report and Miami-Dade County Schools Percentage of Attendance Report are research-based programs.

Professional Development

On-going professional development opportunities for the office staff will be provided as it relates to the monitoring of the suspensions at Howard Drive utilizing Cognos.

Evaluation

This objective will be evaluated by a review of the Cognos Suspension Report for the 2007-2008 as compared to the 2006-2007 report.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Teachers will incorporate their acquired technological skills into academic instruction through professional development workshops/activities.

Needs Assessment

Prior to the 2007-2008 school year, Howard Drive Elementary had six Smart Boards. This year the school has 10 Smart Boards along with one Smart Board lab. Teachers with little or no experience using the Smart Board technology need professional development in order to incorporate into their weekly lesson plans.

Measurable Objective

Given increased opportunities for professional development, teachers will increase their use of technology, as evidenced by 75% of the teachers utilizing the Smart Board technology to enhance instruction during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training on new Riverdeep Destination Math system.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide training on Electronic Gradebook.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide training on the use of Smartboard technology.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide training on Scott-Foresman SuccessNet.	Principal, Assistant Principal, Technology Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Riverdeep Destination Math, FCAT Explorer, and Scott-Foresman Math are the research-based programs being utilized in grades three through five.

Professional Development

Teachers will be informed of ongoing professional development opportunities provided by the District, relevant to the use of technology in instruction. (Riverdeep, FCAT Explorer, SuccessNet, Smart Board, Learning Today).

Evaluation

This objective will be evaluated through daily sign-in logs used to reserve the lab and through the lesson plans of the ten teachers that have Smart Boards in their classrooms.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Through participation in physical education, students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Results of the 2006-2007 FITNESSGRAM Test data indicated that only 69% of the students in grades four and five met high standards when running the one mile test. An analysis of the data showed that this test is where the students performed the lowest out of the six tests. By increasing the number of students receiving high standards on the one mile test the school will increase the number of students who meet high standards on the 2007-2008 FITNESSGRAM Test.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades four and five will improve their overall fitness as evidenced by 71% or more of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Teach students the names of various muscle and skeletal parts to further their understanding of function as it relates to physical activity as indicated in teacher lesson plans and documented in class folders.	Physical Education Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Send information home as well as hold class discussions during physical education to give further awareness of proper diet and nutrition.	Physical Education Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Direct students to keep an after school fitness log of their results in running the one mile.	Physical Education Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Ensure daily participation in fitness-related activities for students in grades two through five in order to improve cardiovascular, flexibility, and muscular strength and endurance through: a progressive running program; exercises to increase abdominal and upper body strength; and exercises to increase flexibility of the trunk and legs.	Physical Education Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer the FITNESSGRAM to grades two through five students as a pre-test to determine baseline fitness measures and use as a post-test to determine student/school improvement.	Physical Education Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

The FITNESSGRAM, a health-related fitness test, is the research-based program utilized by Miami-Dade County Public Schools.

Professional Development

Physical education teachers will attend a FITNESSGRAM and Fitness Activities workshop, as well as monthly M-DCPS physical education workshops.

Evaluation

The FITNESSGRAM will be administered to grade four and five students and used to evaluate each student's progress, providing a prescriptive report for both students and parents. A pre-test will be administered to identify individual needs.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Howard Drive Elementary School will foster an appreciation for the arts through alignment with the Sunshine State writing benchmarks.

Needs Assessment

Results from the 2007 FCAT Writing+ test revealed that the writing scores increased compared to the 2006 administration of the test. 97% of the students in grade 4 achieved high standards on the Narrative writing while 88% achieved high standards on the expository writing. The narrative scores have consistently lagged behind the expository scores and is a school wide focus this year. To ensure that expository writing does not fall behind, the special area teachers: music, art, and Spanish will write essays pertaining to their fields of study to enhance writing in this area.

Measurable Objective

Results from the 2007 FCAT Writing+ test revealed that the writing scores increased compared to the 2006 administration of the test. 97% of the students in grade 4 achieved high standards on the Narrative writing while 88% achieved high standards on the expository writing. The narrative scores have consistently lagged behind the expository scores and is a school wide focus this year. To ensure that expository writing does not fall behind, the special area teachers: music, art, and Spanish will write essays pertaining to their fields of study to enhance writing in this area.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate writing into Special Areas classes through expository writings.	Special Area Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide a writing in-service for all teachers on how to utilize the writing rubric scoring system.	Reading Leader	8/20/2007	6/5/2008	Other/ Not Applicable	0
Define the meaning of key words.	Special Area Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement a school wide "Word of the Week" program on morning announcements to enhance vocabulary acquisition.	Special Area Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide monthly ongoing practice in planning, writing, and revising of expository prompts.	Special Area Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading is the researched-based program being used by grades kindergarten through five to teach writing.

Professional Development

Continuous professional development for art, music, and Spanish teachers in the school will be provided in the area of scoring rubrics. Ongoing professional development opportunities relevant to writing instruction will be provided (4-Square Method).

Evaluation

This objective will be evaluated through the administration of the 2008 FCAT Writing+ Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Student achievement in reading will be improved by surveying research-based programs that impact achievement and by making cost-effective purchasing decisions.

Needs Assessment

The most recent data supplied from the FLDOE indicated that during the 2004-2005 school year, Howard Drive Elementary ranked at the 54th percentile on the State of Florida Return On Investment (ROI) index. An analysis of the data suggested that the improvement of the lowest 25%'s learning gains will greatly improve the schools overall learning gains in reading which will positively impact the schools' ROI. Supplemental instruction programs in reading will be utilized for the students scoring in the lowest 25% and for the Black, Economically Disadvantaged, and Students With Disability NCLB subgroups that did not meet AYP on the 2007 FCAT Reading test.

Measurable Objective

Given an emphasis on No Child Left Behind, Howard Drive Elementary's Return On Investment percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC Committee	8/20/2007	6/5/2007	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, EESAC Committee	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base; e.g., private foundations, volunteer networks.	Principal, Assistant Principal, EESAC Committee	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

READ 180 and Voyager Passport is the research-based program being utilized in grades three through five for the students in the lowest 25% and for the three NCLB subgroups that did not meet AYP.

Professional Development

Ongoing professional development opportunities will be provided by the District for teachers, relevant to reading, to gain knowledge/information about current research-based reading programs.

Evaluation

This objective will be evaluated through the administration of the 2008 FCAT Reading test, in which improved learning gains will indicate a higher return of investment.

EESAC Compliance

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

Budget:

The EESAC recommended the allocation of EESAC dollars, FCAT Enhancement money, and the FCAT Recognition funds, relative to the school's academic needs.

Training:

The EESAC recommended relevant staff development opportunities and attended educational conferences to further school improvement, and participated in various School Improvement Plan training sessions.

Instructional Materials:

The EESAC recommended the establishment of sub-committees to: review the curriculum in all instructional areas; make recommendations for implementing hands-on science instruction; and purchase supplemental materials in reading and math.

Technology:

The EESAC recommended that a sub-committee be established to address issues related to the acquisition and utilization of technology in support of the School Improvement Plan.

Staffing:

The EESAC recommended support for the ACT program to provide additional paraprofessionals in grades Kindergarten through five in support of the remediation of target students.

Student Support Services:

The EESAC recommended assisting students with special needs through individual, small group and class counseling, parent conferences, and Child Study Team meetings.

Other Matters of Resource Allocation:

The EESAC recommended the support of a school-developed FCAT Recognition allocation plan that allocates 15% of generated FCAT Recognition money to address critical academic needs.

Benchmarking:

The EESAC recommended addressing Adequate Yearly Progress (AYP) by looking at the performance of each subgroup of students, as identified by the NCLB Act and by developing School Improvement Plan goals, assuring that all subgroups score at state mastery levels.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC recommended the fostering of a positive school environment through student council, safety patrols, cafeteria rewards, group counseling sessions and beautification efforts throughout the school.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	3600
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	3600



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