

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Leisure City K-8 Center (2901)

Feeder Pattern - Homestead Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Kelli Hunter

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Leisure City K-8 Center, a Title I school, has seen great improvement during the 2006-2007 school year. The school's faculty has teamed up to facilitate numerous academic programs and initiatives that will ensure the continued success of its students within all academic areas. The core curricular foundation established by the ZONE will continue to be implemented along with numerous opportunities for students to receive additional assistance through tutorial programs. Among the tutorial opportunities provided are: early bird, Saturday Academy, and daily pull-out small group intensified remediation. These coupled with partnerships with Supplemental Educational Services Providers are sure to provide academic success by way of learning gains for our students. Added emphasis has now been placed on the District's mandatory uniform policy, which has led to 100% student body participation in the uniformity of the school dress code. This coupled with the Positive Behavior Support (PBS) program has helped to lower the amount of disciplinary referrals and helped students focus on learning. Throughout the school's campus, students and faculty alike recognize that Leisure City K-8 Center is an exciting place to be, where academic achievement is paramount, and the air of teamwork is continuously present.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learner students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black Students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic Students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learner(ELL) students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic Students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grades four and eight will improve their writing skills as evidenced by 92 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Writing +Test.



School Improvement Plan 2007-2008



Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 39% of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 32% of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Science Test.

Given the need to establish a link with the home and community in order to provide additional support of efforts to improve the academic achievement of students, parental and community attendance at school sponsored activities will increase to a total number of 1650 parents attending school sponsored activities as evidenced by the 2007 – 2008 Title I Parent Involvement Monthly School Report.

Given the need to provide a safe and disciplined environment, out of school suspensions during the 2007-2008 school year will decrease by 30 students when compared to the number of suspensions during the 2006 – 2007 school year.

Given the need to infuse technology across the curriculum, staff attendance at technology-based professional development activities during the 2007-2008 school year will increase to an average of 80% as compared to technology-based inservice attendance rosters from the 2006 – 2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through eight will increase the number of award recipients by three percent as measured by the FITNESSGRAM compared to the 2006 – 2007 percent of award winners.

Given the need to increase enrichment activities, the total number of students in grades three through eight participating in enrichment activities will increase to 200 as evidenced by student attendance logs during the 2007-2008 school year.

Leisure City K-8 Center will improve its ranking on the State of Florida ROI index publication from the 20th percentile in 2005 to the 30th percentile based upon publication of the next statement.

While the school has made major improvements, both reflected by the students' achievement scores and the building improvements, the staff recognizes that continued success can and must be achieved. The staff survey, administered to both full and part time staff members revealed two areas where improvements may be made. While all areas scored at least a four score (on a scale of one to five), the least two areas of impact were: Business Results and Strategic Planning. For this reason, both of these areas have been targeted this school year as focused areas of improvement.



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.

2901 - LEISURE CITY K-8 CENTER

VISION

The Leisure City K-8 Center faculty, parents and community members are committed to the premise that all children can learn. It is the school's belief that each student will be given an equal opportunity to acquire the essential skills to become a productive, competitive and effective individual of a diverse and technological society in the 21st Century.

MISSION

The Leisure City K-8 Center community is committed to improving the school's educational excellence. We are dedicated to raising the achievement level of all students by implementing research-based learning programs, increasing parent involvement, and infusing technology to equip our students to be successful in today's society.

CORE VALUES



School Improvement Plan 2007-2008



At Leisure City K-8 Center, the school community has developed "Dolphin Pride" words in which to focus and align students to the schools' overall mission. These words are visible throughout the school's campus and are used daily in classroom instruction.

1. ACADEMIC EXCELLENCE: SUPERIOR MERIT
2. RESPONSIBILITY: MORAL OBLIGATION
3. SELF-RESPONSIBILITY: HAVING CONTROL OVER ONE'S SELF
4. HONESTY: BE TRUTHFUL
5. INTEGRITY: SINCERITY
6. SELF-RESPECT: TO FEEL OR SHOW ESTEEM
7. HONOR: HIGH REGARD
8. CITIZENSHIP: A MEMBER
9. BRAVERY: COURAGE
10. COMPASSION: UNDERSTANDING

School Demographics

Leisure City K-8 Center is a Title I school, located in a multiethnic community. Currently, a total of 1,275 students are enrolled at the school site, of which 95 percent qualify for free or reduced priced meals. Leisure City Elementary became a K-8 Center during the 1999-2000 school year. The Educational Excellence School Advisory Council and staff of Leisure City K-8 Center have analyzed the 2006-2007 data and test results from several different sources. These sources include: The 2006 –2007 NCLB School Public Accountability Report, School Report Card, Stanford Achievement Test, Florida Comprehensive Assessment Test, Florida Comprehensive Writing Assessment Test, and the School Improvement Plan from 2006-2007.

In order to make successful gains towards educational excellence, the following programs will be implemented at Leisure City K-8 Center: Competency-Based Curriculum, Comprehensive Research-Based Reading Plan for grades K-8, READ 180 for grades six – eight, motivational programs and tutoring in reading, writing, mathematics, and science, Success Maker, Reading Plus, Classworks, Early Success, Soar to Success, Mathematics and Science Literacy Bridges to Careers District Plan, Sunshine State Standards in all academic subjects, and Accelerated Reader. These programs include strategies designed for all students including English Language Learners (ELL) and Special Education (SPED).

The ethnic/racial makeup of the student population is 78 percent Hispanic, 18 percent Black Non-Hispanic, three percent White Non-Hispanic, and one percent Asian/Indian Multiracial. The mobility index of the school is 33. The migrant population at the school accounts for 18 percent of the students.

Our school is located in an empowerment zone; therefore our students are in need of support to secure the basic resources that will enable them to participate fully in the community. The PTA group and the Community Involvement Specialist are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate social service agencies. Additionally, students are serviced by school, migrant and community-based tutorials in order to help students master the skills taught in the classroom. Many of these students require extensive re-direction of unproductive behaviors, which is the responsibility of the members of the Student Development Team, Trust Counselor, 5000 Role Models, Recapturing the Vision and the Positive Behavior Support Team.

Leisure City K-8 Center employs a total of 107 full time instructional staff members, 3 part time instructional staff members and 4 administrators. Of the full-time group, two are teachers new to Miami-Dade County Public Schools and 65 teachers have been teaching for more than ten years. Many of the staff members at the school site hold advanced degrees, with 36 percent of staff currently holding Masters degrees, seven percent with Specialists degrees and/or Doctoral degrees and three percent are National Board Certified teachers. The ethnic/racial makeup of the instructional staff is 26% white, 43% black, and 31% hispanic.

School Foundation

Leadership:

Leadership at the school site is one of the highest ranking area, according to the Organizational Performance Improvement Snapshot Survey (OPIS) completed by the school site staff in May 2007. The leadership has driven many on-site campus improvements and upgrades, which has provided a positive working environment reflected in the survey by all staff members. The lowest numerical average was given in conjunction with the statement relating to the leadership's ability to ask for the staff's feedback.

District Strategic Planning Alignment:

According to the May 2007 OPI survey, the faculty strongly recognizes that they know the school's organizational mission (scored 4.7 out of five) and are guided by the mission from our school's principal (scored 4.6 out of five). Following these statements, the faculty also assigned high numerical values to the statements relating to the organization's ability to effectively share information about the school, identify important information and express high standards and ethics. The foundation for this school year has been aligned to all District objectives, with particular emphasis on discipline through the Positive Behavior Support (PBS) system, School Dress Code initiative which provides all students with uniforms they may borrow, and Data Driven Assessments provided through EduSoft and data driven instruction.

Stakeholder Engagement:

The school climate indicates that our students are satisfied with the building improvements, added technology, and the additional instructional programs provided on site. According to the May 2007 OPI survey, the staff acknowledges they know our customers are most important (4.6 out of five score) and our customers frequently express their needs and wants. As determined by the learning gains evident on the 2006 administration of the FCAT, students are continuing to benefit from the school upgrades and the emphasis on data driven instruction.

Faculty & Staff:

According to the May 2007 OPI survey, the school's faculty and staff have expressed that the school's administration is vital in creating an environment that helps them do their job by giving this statement a 4.5 out of a total score of five on the survey. The team concept is evident in the survey results with high scores given to statements pertaining to the communication of information from the administration, and the staff's overall satisfaction with their jobs. In addition, the staff expresses their content in the safety of their working environment (4.4 out of 5). The team concept is emphasized greatly by the school's administration. The creation of teacher mentors took place early in the school year and allowed for the pairing of new teachers to the profession with veteran teachers who have been at the school site for many years.

Data/Information/Knowledge Management:

According to the May 2007 OPI survey, the faculty at the school site recognizes the importance of frequent self- assessment and its alignment with the administrative mission to align data to classroom instruction. Overall the area of Measurement, Analysis and Knowledge Management scored a 4.5 in the survey scale. Assessment results are presented periodically to the staff in order to emphasize the importance of achieving district goals and all requirements in the No Child Left Behind Act.

Education Design:

The area of Process Management also proved to be a strength at the school site, according to the May 2007 OPI survey (overall score of 4.3 out of five). The faculty recognizes the importance of collecting data as it relates to the quality of instruction and also identifies their ability to effectively control the educational environment they create. The Plan, Do, Study, Act (PDSA) continuous improvement model is implemented both during the school day and during extended learning opportunities provided for the students. As a result, numerous faculty members participate in the instructional opportunities provided to the students through Saturday Academy and tutorial job positions provided through Education Station.

Performance Results:



School Improvement Plan 2007-2008



According to the May 2007 OPI survey, the area of Strategic Planning within the survey was the lowest scored area; however, it still maintained an average response score of 4.2 out of five. The faculty responded favorably to questions regarding the organization's effectiveness in removing obstacles and the positive use of time and talents. Of all statements, the least favorable regarded the staff's knowledge of the organization's financial status. The positive score within this area reflects the administration's emphasis on improving policies and procedures at the school site. The Recapturing the Vision program addresses students deemed at-risk and supplemental programs such as Gear Up and the tutorial opportunities cater to low-income families who may not afford supplemental education programs. The Positive Behavior Support and Uniform Programs initiated school-wide have also positively affected the number of suspensions and the amount of disciplinary action needed.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on multiple intelligences, differentiated instruction, and cooperative learning and CRISS strategies.

Disaggregated Data :

In August, the school faculty participates in a school-wide data disaggregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/ grade level teams discuss weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

During the months of October, January and May grade level teams meet to discuss data results from the district FCAT Practice assessment to make necessary changes to their instruction to meet individual student needs.

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Informal and Formal Assessments:

FCAT Assessment – March
District Practice FCAT – August, October, January and May (to monitor progress)
FCIM Benchmark mini-assessments – ongoing

Alternative Instructional Delivery Methods :

One-on-one individual teacher instruction
Small group instruction
Peer tutoring
Cooperative Learning Groups
Hands-on instructional activities

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction -- Addressed in Reading Strategies

Responsibility of Teaching Reading for Every Teacher -- Addressed in Reading Strategies

Small Learning Communities -- Addressed in Reading Strategies (Common Planning)

Intensive Intervention in Reading and Mathematics -- Addressed in Reading Strategies

Master Schedules Based on Student Needs -- Addressed in Reading Strategies

Parental Access and Support -- Addressed in Parental Involvement Strategies

Academic and Career Planning -- Addressed in Reading Strategies

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students in grades three through eight will continue to improve their reading performance.

Needs Assessment

While students in grades three through eight have shown marginal gains in reading annually, approximately 46 percent of our students in grades three through eight did not perform at the minimum required FCAT Achievement Level 3 on the 2007 FCAT Reading Test. When broken down by grade level, fourth grade students showed a decline from 52% scoring at or above FCAT Achievement Level 3 to 47% scoring at or above FCAT Achievement Level 3. Sixth grade students also showed a decline from 46% scoring at or above FCAT Achievement Level 3 to 39% scoring at or above FCAT Achievement Level 3.

An analysis of the data shows evidence that third grade will need to increase their skills in the area of reference and research with an average of 50% correct. Further analysis shows that fourth grade will need to increase their skills in the area of words and phrases with an average of 40% correct and fifth grade will need to increase their skills in the area of reference and research with an average of 50% correct.

An analysis of the data also shows that sixth and seventh grade will need to increase their skills in the area of reference and research with averages of 43% and 57% correct respectively. Eighth grade will need to increase their skills in the area of Comparisons with an average of 40% correct.

Within the AYP subgroups, all fell short of attaining the state required mastery level in reading. Of all subgroups, our Students with Disabilities need to make up the largest deficiency to deem adequate performance with only 9% of students reaching the state required mastery level.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learner students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black Students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic Students in grades three through eight will improve their Reading Skills as evidenced by 58 percent of the students reaching the state required mastery level 3 or higher, as documented by scores on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Migrant Program to provide tutorial assistance for Migrant students, focusing on reading intervention strategies.	Administrators, Migrant Education Director and Staff	8/7/2007	5/25/2008	Diversity & Educational Equity	0
Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist students in the lowest 25 percent in reading.	Administrators and Select Teachers	9/5/2007	5/25/2008	District-wide Literacy Plan	4700
Implement the Inclusion Model for students with disabilities in grades three, four, five, seven and eight.	Administrators and Select Inclusion Teachers	8/7/2007	6/1/2008	Inclusion of SWD	0
Implement Comprehensive Research-Based Reading Plan using the Houghton Mifflin core reading series in grades K through five.	Administrators and Instructional Staff	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Implement the READ 180 reading program as the core reading curriculum for students in grades six through eight.	Administrators, Reading Leaders and Middle School Reading Teachers	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Administer the District-Created Interim Assessments to assess student progress as related to the tested reading benchmarks.	Administration, Reading Coaches, and Classroom Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Utilize Creating Independence through Student-owned Strategies (CRISS) Strategies during classroom instruction to target the weakest reading clusters identified by grade level.	Administrators and Classroom Teachers	8/7/20067	6/1/2008	District-wide Literacy Plan	0
Maintain the use of Curriculum Maps and Focus Calendars to guide effective instructional practices within the classrooms.	Administrators, and Reading Leaders	8/7/2007	6/1/2008	Continuous Improvement Model	0
Facilitate data analysis grade level meetings to ensure focused instruction according to student's individual needs utilizing the Continuous Improvement Model.	Administration, Classroom Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Enhance instruction in reading and technology using the Pearson Education Technologies' SuccessMaker Program and the Discover English, Reading Plus, Classworks, Accelerated Reader, Read 180, and Academic Support to provide assistance to all students in the AYP subgroups.	Administrators, Media Specialists and Computer Lab Facilitators	8/7/2007	6/1/2008	District-wide Literacy Plan	22500
Implement the School Improvement Zone's extended school year and the Extended School day as intervention strategies to target the weak reading benchmarks.	Administrators and Faculty Members	8/7/2007	6/1/2008	Continuous Improvement Model	0
Implement the All-Stars after school tutorial program and the Gear Up program sponsored by F.I.U. to enhance instruction for students in grades six through eight.	Administrators and Select all Star Program Instructors	9/5/2007	6/1/2008	Other/ Not Applicable	30000
Implement an independent core curriculum for students with disabilities in grades six through eight, through instruction given by certified special education teachers within each curriculum subject.	Administrators and Select Teachers	8/7/2007	6/1/2008	Other/ Not Applicable	0
Administer school-authored biweekly assessments to all students in grades one through eight in order to streamline the plan in process for classroom curriculum.	Administration, Reading Coaches, and Classroom Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Implement before school and Saturday tutorial programs through SES providers for first to eighth grade students focusing on the reading tested benchmarks.	Administrators	9/16/2007	4/28/2008	Continuous Improvement Model	61500
Utilize Accelerated Reader to monitor independent reading for all AYP subgroups and their progress as evidenced by a quarterly STAR assessment.	Administrators, Media Specialists and Teachers	8/7/2007	6/1/2008	Other/ Not Applicable	0
Implement reading strategies within the Recapturing the Vision program to reach students in all the AYP subgroups and enhance reading instruction on the weak reading benchmarks.	Administrators and Select Teachers	8/7/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

1. The Houghton Mifflin Reading Program for students in grades K through five
2. Soar To Success and Early Success
3. Voyager Passport for grades K and grade three
4. Reading Plus
5. READ 180

Professional Development

- Comprehensive Research-Based Reading Plan training for new teachers
- DIBELS administration training to teachers in grades K through three
- EduSoft training for all teachers in order to assist with assessments and alignment of data to instruction.
- FCAT Data Review for all teachers in order to inform them of our instructional goals, based on AYP results.
- Accelerated Reader training and overview for all teachers in grades K through eight
- Creating Independence through Student-owned Strategies (CRISS) training for new teachers.
- Provide assistance for new teachers through the Teacher Mentor Partnerships to instruct them in the correct use of the Progress Monitoring Plan (PMP) and the District Continuous Improvement Model.
- Provide professional development for all third through eighth grade teachers focusing on the reference and research cluster.
- Provide professional development for third grade teachers in the cluster of comparisons.
- Provide professional development for fifth grade teachers in the cluster of words and phrases.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Reading Test. School-authored biweekly assessments will be used to monitor progress and drive instruction.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students in grades three through eight will continue to improve their mathematics performance.

Needs Assessment

After analyzing the FCAT Test data, we determined that 48 percent of students in grades three through eight did not meet the state required mastery level in the area of Mathematics, according to the 2007 administration of the FCAT. This statistic is also coupled with the fact that 36% of these students also failed to make acceptable levels of learning gains. When analyzing the data by grade level, the highest deficiencies are shown in our incoming fifth and seventh grade students, both of which have an average of 58 percent scoring below FCAT Achievement Level 3.

Within our identified AYP Subgroups, none were able to achieve the state standard of 56 percent at or above grade level in Math. The subgroup needing the most assistance in Math are our Students with Disabilities who scored only 19% at or above grade level.

An analysis of the data shows evidence that third grade will need to increase their skills in the math cluster of algebraic thinking with an average of 50% correct; fourth grade will need to increase their skills in the areas of Algebraic Thinking and Data Analysis both with averages of 43% correct; fifth grade will need to increase their skills Measurement and Algebraic Thinking both with averages of 36% correct.

When analyzing the middle school math content clusters, it was found that sixth grade will need to increase their skills in the areas of Measurement and Algebraic Thinking with averages of 33% and 38% correct respectively; seventh grade will need to increase their skills in the areas of Measurement, Algebraic Thinking, and Data Analysis all with averages of 33% correct; eighth grade will need to increase their skills in the area of Geometry with an average of 17% correct.



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, English Language Learner(ELL) students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

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Given instruction using the Sunshine State Standards, Hispanic Students in grades three through eight will improve their mathematics skills as evidenced by 62 percent of students reaching the state required mastery Level 3 or higher, as documented by scores on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the mathematics facilitator to model lessons and enhance classroom instruction.	Administrators and Mathematics Facilitator	8/7/2007	6/1/2008	Continuous Improvement Model	0
Implement mathematics strategies within the Recapturing the Vision program through events and meetings to reach our Black students in grades 6-8.	Administrators and select teachers	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Implement the School Improvement Zone's Extended School Year.	Administrators, All Faculty Members	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Implement the Inclusion model in grades three, four, five, seven and eight in order for SPED and General Education (GE) teachers to work together during the mathematics block, to target the needs of our SPED students.	Administrators and Select Teachers	8/7/2007	6/1/2008	Inclusion of SWD	0
Implement the Carnegie Cognitive Tutor program in grade eight to target Level 1 and Level 2 mathematics students.	Administrators and Middle School Mathematics Teachers	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Utilize CRISS Strategies during classroom instruction to enhance critical thinking.	Administrators and Instructional Staff	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Implement the Algebraic Thinking mathematics program to target Level 1 and Level 2 students in grades 6 - 8.	Administrators, Select Teachers	8/7/2007	6/1/2008	Secondary School Reform	0
Implement the Gear Up program sponsored by Florida International University to target low performing students in grades six through eighth.	Administrators and Gear Up Instructors	8/21/2007	6/1/2008	Secondary School Reform	25000
Implement and utilize tutoring programs to enhance instruction and target weak math benchmarks such as The All Stars After School Program, Migrant Program, Saturday Academy and Early Bird through SES providers.	Administrators and Tutoring instructors	8/21/2007	6/1/2008	District-wide Literacy Plan	30000
Utilize the Mathematics Pacing Guide to develop bi-weekly assessments and monitor progress.	Administrators and Math Facilitator	8/7/2007	6/1/2008	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan

2007-2008



- *Bridges to Careers Mathematics and Science Literacy Plan.
- *Scott Foresman Core Mathematics Series (Grades K - 5)
- *Prentice Hall Core Mathematics Series (Grades 6 – 8)
- *Carnegie Cognitive Math Tutor
- *Bridges to Algebra

Professional Development

- **All new teachers to the District will be provided training opportunities in the Creating Independence through Student owned Strategies (CRISS), and the Reciprocal Teaching Model.
- **An opening of school presentation will be provided to all instructional staff informing them of the previous year's FCAT scores, our school's instructional goals and what gains are needed in order to achieve Adequate Yearly Progress
- **EduSoft training will be provided for all teachers in order to assist with assessments and alignment of data to instruction.
- **Provide assistance for new teachers through the Teacher Mentor Partnerships to instruct them in the District Continuous Improvement Model.
- **Utilize the Mathematics Facilitator to instruct teachers on an ongoing basis on the correct use of the Bridges to Careers Mathematics and Science Literacy Plan and the infusion of mathematics manipulatives into lessons for critical thinking.
- ** Bridges to Algebra Training.
- ** Cognitive Mathematics Tutor Training.
- ** Provide training for all mathematics teachers in teaching the content clusters.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test. School-authored biweekly assessments will be used to monitor progress and drive instruction.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Increase the writing performance of all fourth and eighth grade students.

Needs Assessment

During the 2007 administration of the FCAT Writing+ Test, 84 percent of students in fourth and eighth grade scored at or above the state required mastery level. The AYP data reflects that of all the AYP subgroups, the Students with Disabilities remain the group with the lowest percentage at the state required mastery level with 73%.

An analysis of the data indicates that narrative writing is the weaker strand for fourth grade with 73% of the students reaching the state required mastery level. The weaker strand for the eighth grade students is expository writing with 78% of the students reaching the state required mastery level.

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 using the Sunshine State Standards, students in grades four and eight will improve their writing skills as evidenced by 92 percent of the students reaching the state required mastery level as documented by scores on the 2008 FCAT Writing +Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an additional 30 minutes of writing instruction within the instructional schedules for all Kindergarten through 5th grade classes.	Administrators and Classroom Teachers	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Implement the School Improvement Zone's extended school year.	Administrators and all Faculty Members	8/7/2007	6/1/2008	Continuous Improvement Model	0
Implement a seventh period writing within the content area class for all students in grades six, seven, and eight.	Administrators, Middle School Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Implement school-wide monthly writing prompts to provide FCAT response practice for all students in grades one through eight.	Administrators, Writing Facilitator and Classroom Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Implement the District Continuous Improvement Model to monitor progress and assess learning trends.	Administrators and Instructional Staff	8/7/2007	6/1/2008	Continuous Improvement Model	0
Utilize CRISS Strategies during classroom instruction to enhance student writing performance.	Administrators and Instructional Staff	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Practice writing across the curriculum daily throughout all subject areas through the use of journaling and teacher directed reflections.	Administrators and Classroom Teachers	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Implement Learning Express in eighth grade in order to ensure a consistent scoring system and access to reports to ensure data driven instruction.	Administrators and Instructional Staff	10/16/2007	6/1/2008	District-wide Literacy Plan	0
Supplement writing instruction for fourth and eighth grade students through pull-out tutoring for students scoring 3 or below on monthly writing assessments.	Administrators and Pull-out Tutors	12/4/2007	2/23/2008	Continuous Improvement Model	0
Model effective writing techniques in all classes throughout grades kindergarten through eight.	Administrators and Writing Facilitator	8/7/2007	6/1/2008	Continuous Improvement Model	0

Research-Based Programs

1. Houghton Mifflin Core Reading Series with writing component.
2. Learning Express

Professional Development

- All new teachers to the district will be provided training on the FCAT Writing+ components.
- Teachers in grade eight will be provided training on Learning Express.
- Teachers will be trained on the holistic scoring method by the writing facilitator.
- CRISS training for new teachers.
- Provide assistance for new teachers through the Teacher Mentor Partnerships to instruct them in the correct use of the District Continuous Improvement Model and the Core Writing Program.
- Utilize the Writing Facilitator to instruct teachers on an ongoing basis on the implementation of FCAT Writing strategies.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Writing+ Test. Monthly writing assessment prompts will be used to monitor progress and drive instruction.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

Students will increase their science performance skills to meet the state standards.

Needs Assessment

The results of the 2007 Science Test administration of the FCAT reflect that 24% of fifth grade students and 21% of eighth grade students met high standards. Fifth and eighth grade students need improvement in the areas of Earth/Space and Scientific Thinking as evidenced by 39% correct and 41% correct, respectively.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 39% of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 32% of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a school- wide science fair for all students in grades kindergarten through eighth.	Administrators, Science Facilitator and Classroom Teachers	3/5/2008	5/18/2008	Continuous Improvement Model	0
Implement the Gear Up program (science portion) sponsored by Florida International University for students in grades six through seven.	Administrators and Gear Up Program Instructors	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Utilize CRISS Strategies during classroom instruction to enhance critical thinking.	Administrators and Classroom Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Administer monthly science tests to fifth grade students and quarterly science tests to eighth grade students provided by the School Improvement Zone.	Administrators and Science Facilitator	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Provide full service science labs for students in grades two through eight with additional time scheduled for students in grades five and eight.	Administrators and Science Lab Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Utilize the pacing guide and curriculum map developed to strengthen instruction on the weak science benchmarks for students in grades kindergarten through eighth.	Administrators and Instructional Staff	8/7/2007	6/1/2008	Continuous Improvement Model	0
Conduct a Family Science Night for parents to observe the scientific process through Science Fair Projects.	Administrators and Science Facilitator	1/8/2008	5/11/2008	District-wide Literacy Plan	0

Research-Based Programs

1. Core McGraw Hill Science Series

Professional Development

- All new teachers to the District will be provided training on the FCAT Science program.
- Teachers will be trained on the scientific method and completing a science project.
- Teachers will be trained on utilizing the district-suggested pacing guide.
- Select teachers in grades six through eight will be given training in the Gear Up Too Program.
- Provide professional development in the area of scientific thinking and completing science fair projects.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science Test. In addition, School Improvement Zone Pre/Post Tests and Monthly Assessments (for fifth grade students) and Quarterly Assessments (for eighth grade students) will be utilized to monitor progress and drive instruction.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Increase parental and community involvement.

Needs Assessment

Parental involvement continues to be an area of concern for our school's faculty and staff. The total number of parents attending school sponsored activities for the 2006 - 2007 school year was 1600. A need has risen for parents to be more informed of ways and strategies that they can use to help their students achieve. Efforts need to be focused to bridge parents and the school community in order to assist all students in achieving their ultimate success.

Measurable Objective

Given the need to establish a link with the home and community in order to provide additional support of efforts to improve the academic achievement of students, parental and community attendance at school sponsored activities will increase to a total number of 1650 parents attending school sponsored activities as evidenced by the 2007 – 2008 Title I Parent Involvement Monthly School Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct monthly Title I parent meetings to assist parents with learning FCAT expectations and strategies.	Administrators and Community Involvement Specialists	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Implement "Take Home Tuesday" where packets will be sent home weekly on Tuesdays communicating school news and informing parents of curriculum enhancement opportunities for students.	Administrators, Clerical Staff and Classroom Teachers	8/7/2007	6/1/2008	Improve Public Perception	0
Implement teacher classpages on the school's website that allow parents total access to teachers at any time.	Administrators, Math Facilitator and Teachers	8/7/2007	6/1/2008	Improve Public Perception	0
Provide and maintain a Parent Involvement Center available for parents and staff members in the Media Center with instructional materials and activities that support student learning and achievement.	Administrators and Media Specialists	8/7/2007	6/1/2008	District-wide Literacy Plan	0
Utilize the Community Involvement Specialist and the Connect Ed telephone system to establish a school to home connection in the delivery of important school messages.	Administrators and Community Involvement Specialists	8/7/2007	6/1/2008	Improve Public Perception	0
Develop and provide a monthly parent newsletter to communicate important school dates, and highlight student achievement.	Administrators and Curriculum Support Staff	8/7/2007	6/1/2008	Improve Public Perception	0
Provide information to parents about the Parent Academy and encourage enrollment.	Administrators and Community Involvement Specialists	8/7/2007	6/1/2008	District-wide Literacy Plan	0

Research-Based Programs

PTA/PTSA National Standards

Professional Development

**All faculty members will receive training on creating and maintaining the teacher class pages in an effort to increase parental communication and involvement.

Evaluation

The end of the year Title I Parent Attendance Roster will be utilized to evaluate this objective. In addition, monthly parent attendance rosters will provide progress monitoring towards meeting the objective.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Leisure City K-8 Center will provide a safe and disciplined environment which will reduce outdoor suspensions.

Needs Assessment

Out of school suspensions dropped only by 3 students in 2006 - 2007. The most impressive change in out of school suspensions has been made with black students where the number has decreased by 34 students.

Upon further review of the suspension count it has been determined that the number of school suspensions needs to drop more dramatically and further strategies may be necessary to impact the school discipline referrals. Although the Positive Behavior Support Team has made a huge impact in the school, further probing needs to be done so that we can determine what other initiatives the team can make to assist with out of school suspensions.

Measurable Objective

Given the need to provide a safe and disciplined environment, out of school suspensions during the 2007-2008 school year will decrease by 30 students when compared to the number of suspensions during the 2006 – 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Dolphin Pride initiative in order for all students to be clear on the school's core values.	Administrators, Curriculum Support Team and Teachers	8/7/2007	6/1/2008	Student Wellness	0
Provide developmental group counseling for students who have been suspended to reduce the number of disciplinary referrals.	Administrators and Student Services Team	8/7/2007	6/1/2008	Student Wellness	0
Implement and Maintain the Positive Behavior Support Team to provide positive initiatives in order to decrease negative behavior.	Administrators, PBS Team Chairperson and Teachers	8/7/2007	6/1/2008	Student Wellness	4500
Implement the School Store initiative and facilitate the delivery of dolphin bucks to students for good behavior and academic success.	Administration and Classroom Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	5000
Implement an after school All Stars Program to assist students with redirecting negative behavior for a positive outcome.	Administrators and All Stars Sponsors	8/7/2007	6/1/2008	Education Innovation	30000

Research-Based Programs

1. Project PROUD (Peacefully Resolving Our Unsettled Differences)

Professional Development

1. PBS Team members will be trained on PBS Strategies.
2. All Faculty members will be trained on the PBS strategies and given the PBS plan for the school.

Evaluation

This objective will be evaluated by the end-of-the year suspension report. Monthly reports will provide progress monitoring towards meeting 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

Technology Statement

Faculty and staff members will develop the interest and skills needed to infuse technology across the curriculum.

Needs Assessment

An examination of staff attendance logs at technology-based professional development indicates that 78% of second through eighth grade teachers attended technology based trainings. These trainings assisted with making staff more comfortable at using the various software programs in order to impact student achievement. All staff was trained in the use of the Electronic Grade Book.

An increased comfort level needs to be achieved with technology based programs by all staff members.

Measurable Objective

Given the need to infuse technology across the curriculum, staff attendance at technology-based professional development activities during the 2007-2008 school year will increase to an average of 80% as compared to technology-based inservice attendance rosters from the 2006 – 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Microsoft Excel Spreadsheet training in order for teachers to compile student data to drive instruction.	Administrators and Curriculum Resource Team	9/11/2007	6/1/2008	Continuous Improvement Model	0
Provide Student Performance Indicators (SPI) training in order for teachers to access student FCAT data.	Administrators and Curriculum Resource Team	8/7/2007	6/1/2008	Continuous Improvement Model	0
Provide Reading Plus training and continued support throughout its implementation during the school year.	Administrators, Teachers, and Reading Plus Representative	8/7/2007	6/1/2008	Continuous Improvement Model	0
Implement and maintain the National Education Technology Standards (NCTS)during classroom instruction.	Administrators and Classroom Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0
Provide a basic computer knowledge training and training to introduce new technology to the school for all teachers in grades Kindergarten through eighth grade.	Administrators, Computer Lab Facilitators, and Media Specialists	10/16/2007	6/1/2008	Continuous Improvement Model	0

Research-Based Programs

- ** Algebraic Thinking
- ** Bridges to Algebra
- ** Cognitive Tutor
- ** Read 180
- ** Reading Plus

Professional Development

- **Training for all Faculty on using the SPI database
- **Training for Faculty members on basic computer skills and using Microsoft excel to help organize data and retrieve useful reports.
- **Training for Faculty members on technology based programs at the school site: SuccessMaker, Reading Plus and FCAT Explorer.
- **Training for specific middle school teachers using the Bridges to Algebra Program, Cognitive Math Tutor, Classworks, and Algebraic Thinking Program.
- **Read 180 training for all new Language Arts Middle School Teachers, unfamiliar with the program's implementation.

Evaluation

This objective will be evaluated by end of the year inservice attendance records.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Students will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

After viewing elementary results from the 2007 FITNESSGRAM, it has been determined that 41% of students have received awards compared to 38% of students that received awards last year. This demonstrates an increase of 3 percentage points.

42% of middle school students who were tested on the FITNESSGRAM received an award which is 4% higher than last year's recipients.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will increase the number of award recipients by three percent as measured by the FITNESSGRAM compared to the 2006 – 2007 percent of award winners.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the FITNESSGRAM to compare pre and post test results to measure student/school improvement.	Administrators and Physical Education Teachers	8/7/2007	6/1/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to body fat, curl-ups, trunk lifts, push-ups and back saver sit and reach.	Administrators	8/7/2007	6/1/2008	Student Wellness	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities throughout the school day.	Administrators	8/7/2007	6/1/2008	Continuous Improvement Model	0
Develop and implement an action plan for the school to insure input from the physical education department to meet the goal and objective.	Administrators and Physical Education Teachers	8/7/2007	6/1/2008	Continuous Improvement Model	0

Research-Based Programs

Moving into the Future: National Goals for Physical Education

Professional Development

1. Physical Education teachers new to the school will be provided with training on administering the FITNESSGRAM.

Evaluation

This objective will be evaluated by the 2008 FITNESSGRAM, health-related fitness test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Students will be actively engaged in enrichment activities throughout the 2007-2008 school year.

Needs Assessment

Students at the school site are heavily involved in academic programs to support student achievement. As a result, students have fewer opportunities to participate in enrichment activities. Students at the school site are particularly interested in the arts, including music and chorus. The chorus program has been initiated and has had a huge success with 25 students enrolled in the program at this time. The band program has increased its members by 5 students, last year band had 115 members and this year it has 120 members. Chess club has also seen an increase by 5 members this school year.

Measurable Objective

Given the need to increase enrichment activities, the total number of students in grades three through eight participating in enrichment activities will increase to 200 as evidenced by student attendance logs during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create attendance logs in order to monitor participation in chorus.	Administrators and Chorus Director	10/2/2007	6/1/2008	Academic Enrichment Opportunities	0
Produce a musical program to showcase the students' musical ability.	Administrators, Band Director, and Chorus Director	9/18/2007	6/1/2008	Academic Enrichment Opportunities	0
Create attendance logs in order to monitor participation in the band.	Administrators and Band Sponsor	9/25/2007	5/25/2008	Academic Enrichment Opportunities	0
Implement a chorus program for students in grades three through eight.	Administrators and Chorus Director	10/2/2007	6/1/2008	Academic Enrichment Opportunities	0
Increase the time periods for the band.	Administrators and Band Sponsor	10/2/2007	6/1/2008	Academic Enrichment Opportunities	0
Purchase materials and resources needed to implement the various enrichment activities.	Administrators	9/11/2007	6/1/2008	Academic Enrichment Opportunities	0
Implement and distribute a student survey to prospect for possible future enrichment activities.	Administrators and Teachers	10/2/2007	6/1/2008	Academic Enrichment Opportunities	0

Research-Based Programs

N/A

Professional Development

Provide direction for chorus sponsor in order to maintain accurate data for students in the chorus.

Provide AEP-Chess Training for teachers implementing the chess club.

Evaluation

These objectives will be evaluated by the total student enrollment in enrichment activities at the end of the 2007 - 2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Leisure City K-8 Center will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004 - 2005, Leisure City K-8 Center ranked at the 20th percentile on the State of Florida ROI index.

Measurable Objective

Leisure City K-8 Center will improve its ranking on the State of Florida ROI index publication from the 20th percentile in 2005 to the 30th percentile based upon publication of the next statement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Administrators	8/7/2007	6/1/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/7/2007	6/1/2008	Continuous Improvement Model	0
Become more informed about the use of financial resources in relation to school programs.	Administrators and School Staff	8/7/2007	6/1/2008	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Administrators	8/7/2007	6/1/2008	Continuous Improvement Model	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Leisure City K-8 Center will show progress toward reaching the 30th percentile.

EESAC Compliance

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

Budget:

The EESAC has recommended that the EESAC budget be used to continue building improvements, provide additional student incentives for the students, and fund additional administrative projects that will assist in the continued academic achievement of the student body.

Training:

Training for all faculty members in the programs of Reading Plus should be provided. In addition, training for teachers in Accelerated Reader, Electronic Gradebook, SuccessMaker, and FCAT Strategies should continue, with particular learning opportunities in the area of technology.

Instructional Materials:

The District mandated texts should accompany all academic instruction, and resources should be provided to enhance instruction within these areas.

Technology:

Technology will continue to play a large role at the school site. Students should have access to computers on a daily basis, and be given increased learning opportunities in computer programs such as Microsoft Word, Excel, PowerPoint, Publisher, and Inspiration.

Staffing:

School support staff will continue to be funded through financial means. Paraprofessionals and staff members will tutor students with low academic performance. This will assist students in making learning gains on the FCAT 2008 test.

Student Support Services:

The Student Support Services Team will provide additional support to all classroom teachers by providing assistance to referred students in a timely manner. Also, the team will reach out to parents and families and communicate resources which may assist them.

Other Matters of Resource Allocation:

Allocations will also be made to address building improvements such as providing televisions for all classes, and upgraded technology. Also, provisions will be made to assist in obtaining resources for Red Ribbon Week and HIV/ AIDS education.

Benchmarking:

The EESAC fully supports the academic programs provided by the ZONE Region Office. All instruction will be aligned to the Sunshine State Standards and be in compliance with all District and school benchmarks.



School Improvement Plan 2007-2008



School Safety & Discipline:

The EESAC will do all within its power to assist in the successful implementation of the Positive Behavior Support (PBS) initiative at the school. This, coupled with the on-site police officer will assist in lowering the number of student referrals, outdoor suspensions, and expulsions at the school site.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	118700
Mathematics	55000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	39500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	213200



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