

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Morningside Elementary School (3501)

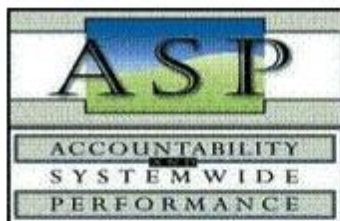
Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Kathleen John-Louissaint

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Morningside Elementary School offers both an International Studies Magnet Program and a Dual Language Magnet Program in Spanish, French, Haitian-Creole and Japanese. It is the first school of its kind in Miami-Dade County that offers a Haitian-Creole Academy. Students participating in this program are immersed in Haitian Culture.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Morningside Elementary School will institute an instructional program with a strong focus on literacy from kindergarten to fifth grade. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. Morningside Elementary School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Morningside Elementary School.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their reading skills as evidenced by 60% of students achieving high standards on the 2008 administration of the Florida Comprehensive Assessment Test.

Given instruction using Sunshine State Standards, students in grade 3-5 will increase their mathematics skills as evidenced by a 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Hispanic students in grades 3-5 will increase their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Black students in grades 3-5 will increase their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Free and Reduced Lunch students in grade 3-5 will increase their mathematics skills as evidenced by 62% of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematics skills as evidenced by a 62% of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 83% of fourth grade students will score at 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 50 percent reaching the state required mastery level as documented by scores on the 2008 FCAT Science test.

Given the need to build better working relationships with parents and the community to support and improve academic achievement of students, parental and community involvement will increase by 50 percent as evidenced by the 2007-2008 Title One Log participation in 2008.

Given emphasis on a safe and secure learning environment, student tardiness and absences will improve as evidenced by an increase of 3% in the attendance rate of the 2008 report.

Given instruction using computers, students in grades Kindergarten through fifth will increase the use of technology by 40 percent as evidenced by the Utilization Report from the use of Success Maker as compared to 2006-2007.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades 4-5 will improve in fitness as evidenced by 94% of students will receive a gold or silver award.



School Improvement Plan 2007-2008



Given implementation of foreign language and Haitian-Creole Academy, student participation in second language acquisition skills and participation in student performances will increase by 25 percent as evidenced by student rosters.

Morningside Elementary School will improve its ranking on the State Return on Investment Index Publication from the 36th percentile in 2005 to the 40th percentile on the next publication.

Morningside Elementary School in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the objectives in this document as school-wide priorities for the 2006 - 2007 school year. The EESAC also analyzed the September 2006 Organizational Performance Improvement Snapshot Survey and concluded that the two weakest areas were Strategic Planning and Business Results, scoring 4.1 and 4.2 respectively out of 5.0 possible points.



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.

3501 - MORNINGSIDE ELEMENTARY SCHOOL

VISION

The Morningside Elementary School community has high expectations for excellence. Teachers, staff, parents, students, and the community will work together to foster an environment where students are excited about learning and work at the peak of their abilities. We believe that learning is a lifelong process, one in which all the stakeholders are fully committed. As a School Improvement Zone School, we will provide an environment that is child-centered, maintaining a balance between the cognitive and affective domains seeking to develop the whole child. As a community rich in diversity, we take pride in and celebrate our uniqueness. We expect students to take responsibility for their actions, respect one another, and make ethical choices. We challenge our children to become critical and creative thinkers and problem-solvers who can work both independently and collaboratively using their failures as learning tools as they prepare to become productive citizens.

MISSION

The mission of Morningside Elementary School is to achieve academic excellence in a caring, safe, and healthy environment. The stakeholders deem that all students benefit from a program in which mathematics, science, social studies, reading, speaking, and writing in the English language are stressed and incorporated with a strong technology component. We emphasize self-worth by valuing our students as individuals and respecting their different cultures. Within the School Improvement Zone we will provide a differentiated instruction and a focus on literacy that promotes high achievement. We recognize that children have various learning styles, and we are committed to multiple teaching methods to ensure their academic success. Through an integration of the Sunshine State Standards and the use of the best instructional practices, an arena is created that stimulates, challenges, and guides students to their goals. We strive to unite with parents and community members to form a strong fellowship that will help us achieve success. We endeavor to provide a quality education for each student in a school that adapts to the changing environment.

CORE VALUES

Respect - We will acknowledge the rights, needs, inherent worth, and dignity of others. We will show others that they matter to us and treat them in the ways that we would like to be treated.

Kindness - We will instill being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

Cooperation - We will work together in pursuit of common goals. We will create partnerships that transcend boundaries, including those created by cultures and institutions. We will create teams that pool the unique and diverse talents of all members of our learning community.

Responsibility - We will take responsibility for our own success and failures. We will celebrate success and see failures as opportunities for growth.

Honesty - We will see things as they truly are, communicate things as they truly are, act based on facts.

Integrity - We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.

Citizenship - We will do our share to make our school and community a better place. We will be good citizens by obeying all rules and laws.

Fairness - We will be open-minded, listen to others. We will not take advantage of others nor blame others carelessly. We will be fair to all.

Pursuit of Excellence - We will do our best with our given talents and gifts and strive to achieve our best each and everyday.

School Demographics

Morningside Elementary School is located at 6620 N.E. 5th Avenue, in the Little Haiti community of Miami, Florida. The school population is approximately 439 pre-kindergarten through fifth grade students, with 73 percent Black, (predominately Haitian American), 22 percent Hispanic, 4 percent White, and 1 percent other. 33 percent of the student population is Limited English Proficient (LEP). This represents 104 students who are receiving services in the English for Speakers of Other Languages (ESOL) Program. Twenty students are served through our in-school Gifted Program. Morningside Elementary School also serves 80 pre-kindergarten through grade five students with disabilities. Our Exceptional Student Education (ESE) Program provides 24 students with services from the Emotionally Handicapped Program, 39 students with services from the Varied Exceptionalities Programs, and 8 students with services from the Speech and Language Program. Approximately 98 percent of our students receive free or reduced lunch, and the mobility rate is at 39 percent. Morningside Elementary School provides basic educational services in traditional classroom settings which are enhanced through computer-based activities in grades pre-kindergarten through five. Additionally, the school has an International Language Magnet in grades three through five for French, Spanish, and Japanese. Additionally, Morningside Elementary School has recently implemented a Dual-Language Magnet program offering Haitian-Creole, Spanish and French. This new program is currently being offered in kindergarten through second grade with a new grade added each subsequent school year. The program begins in Kindergarten. Students in grade three through five who are not in the Dual Language program receive services in Spanish and Haitian Creole for two and a half hours per week. Morningside Elementary School receives Title I funding which is allocated to reduce class size and defray expenditures for differentiated programs to address the specific needs of students. Morningside Elementary has been designated a School Improvement Zone school which will promote high achievement through a focus on literacy, structured research based-curriculum, supplementary education through an extended day and year, as well as rigorous professional development. Morningside Elementary School employs a total of 67 full-time staff members and 15 part-time staff members. Of this group: 2 are administrators, 21 are classroom teachers, 12 are special area teachers, 9 are exceptional education teachers, 1 is a teacher of the gifted, 1 is a lead teacher, 2 are Reading Coaches, 1 is a Counselor, 1 is an itinerant teacher, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 9 are paraprofessionals, 7 are classroom assistants, 6 are clerical employees, 7 are cafeteria workers, 6 custodial service workers, and 2 are security monitors. Of the instructional staff, 42 percent have advanced degrees in education and 47 percent are annual contract teachers. Thirty four percent are Hispanic, 14 percent are White, 52 percent are Black, and 1 percent is Asian. Morningside Elementary School has an average classroom teacher to student ratio of 1:20 in kindergarten through grade five. The Florida Department of Education has graded Morningside Elementary School as a "C" level school.

School Foundation

Leadership:

Morningside Elementary's leadership team consists of Ms. Kathleen John-Louissaint, Principal; Ms. Sandra B. Cue, Assistant Principal; Ms. Amy Carril, Reading Coach; Ms. Naomi Edwards, Title I Reading Coach; Ms. Sonya Ballard, Magnet Lead Teacher; Ms. Widlyne Antoine, EESAC chairperson; Ms. Beverly Caplan, Media Specialist and Ms. Oby Okany, Counselor. The Leadership team meets monthly to address benchmark timelines, staff development needs, plan coaching and mentoring of teachers, and review student services needs.

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that Morningside's strongest item in the area of Leadership is the knowledge of the organization's mission, item 1a, while the weakest is the staff's opinion of the organization, item 1g. Based on these results, it is evident that the administration and the EESAC needs to define a mission, vision and goals for the improvement of this area of concern.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey indicates that our strongest item in the area of Strategic Planning is analyzing progress, item 2c, while the weakest item is the lack of staff input and ideas of the organization's future, item 2a. Based on these results, the EESAC and the administration has involved all employees in the development of the School Improvement Plan goals and objectives.

Stakeholder Engagement:

The 2006 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Stakeholder/Engagement/Customer and Market Focus is knowledge and identification of the stakeholders, item 3a, while the weakest item is the customers feedback, item 3d. Morningside Elementary endeavors to link all stakeholders in the educational process. The school hosts annual Read Aloud Day, Career Day, Family Reading Nights, Hispanic Heritage Program, Haitian Heritage Program, Science Fair, and Field Day where there are parents and community-based organizations' participation. These events promote parents and community organizations' commitment to supporting the educational process.

Faculty & Staff:

Morningside Elementary School employs a total of 56 full-time staff members and 17 part-time staff members. Of this group: 2 are administrators, 21 are classroom teachers, 12 are special area teachers, 9 are exceptional education teachers, 1 is a teacher of the gifted, 1 is a Behavior Management Teacher (BMT), 2 are Reading Coaches, 1 is a Technology Facilitator, 1 is a Counselor, 1 is an itinerant teacher, 1 is a Community Involvement Specialist (CIS), 1 is a permanent substitute teacher, 9 are paraprofessionals, 8 are classroom assistants, 6 are clerical employees, 7 are cafeteria workers, 7 are custodial service workers, and 2 are security monitors. Of the instructional staff, 52 percent have advanced degrees in education and 47 percent are annual contract teachers. Thirty four percent are Hispanic, 14 percent are White, 52 percent are Black, and 1 percent is Asian. Morningside Elementary School has an average classroom teacher to student ratio of 1:20 in kindergarten through grade five.

Data/Information/Knowledge Management:

The 2006 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Data/Information/Knowledge/Process Management is the administration and staff's ability to plan effectively and collect information, item 6b and 6c, while the weakest item is 6a, the staff's need and ability to access resources. Based on these results, staff members are encouraged and provided opportunities to participate in the 8-Step Continuous Improvement Model to acquire the knowledge and ability to utilize data to monitor student progress and identify school resources to meet the needs of each student.

Education Design:

Specialty programs are provided to meet the diverse learning needs of our students. Programs include: the Exceptional Student Education Program with an inclusion model for selected students, the Limited English Proficiency Program which provides instruction in English for Students of Other Languages, a Gifted Program, and a Dual Language Magnet Program. These programs will focus on improving the educational achievement of all students.



School Improvement Plan 2007-2008



Performance Results:

The 2006 Organizational Performance Improvement Snapshot Survey indicates our strongest item in the area of Performance/Business Results is the staff members' ability to meet all requirements with high degree of excellence and the satisfaction of the customers, item 7b and 7a, while the weakest item is the staff full awareness of the schools' funding sources, item 7c. Morningside has identified several issues that challenge the process of student achievement. The 2006 FCAT scores indicate that 69% of the students made learning gains in Reading and 57% in Math while 77% of the lowest 25% made learning gains in Reading and earned 394 points equivalent to a school grading of "B". Morningside will continue to utilize the 8-Step Continuous Improvement Model to monitor and improve student achievement, attendance, suspensions and participation in remediation and enrichment activities to improve performance and to achieve.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies in order for 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 desegregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of our improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss monthly 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 Interim Assessment to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assessments:

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

Alternative Instructional Delivery Methods :

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



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Morningside Elementary students will demonstrate improvement in reading skills.

Needs Assessment

Results of the 2007 FCAT Reading subtest indicate that 59% of students met high standards in Reading according to the No Child Left Behind law. However, the SWD subgroup made adequate yearly process through Safe Harbor.

47 % of Hispanic students in grades 3-5 have met mastery in reading. Therefore greater targeted intervention and remediation are needed for students scoring at FCAT level 1 and 2.

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 3-5 will increase their reading skills as evidenced by 60% of students achieving high standards on the 2008 administration of the Florida Comprehensive Assessment Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Reading Test by subgroup and utilize CRISS strategies to guide instruction.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use bi-weekly, monthly, and interim assessments aligned to the Sunshine State Standards tested benchmarks to target instruction and guide intervention.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use DIBELS, analyze reports to group students for targeted instruction. Reading coach and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Develop and implement long-range plans from biweekly assessments in third through fifth grades, that reflect students strengths and weaknesses and guide intervention by adjusting weekly focus skills for long-range plans.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor the District approved uninterrupted two and one-half-hour reading block using Comprehensive Research Reading Plan in third through fifth grades to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the implementation of strategies in the Big 5 through ongoing classroom visitations by Reading Coaches, Curriculum Support Specialists and Administrators.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the implementation of a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups for intervention.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	20000
Utilize computer assisted programs in reading such as Reading Plus, FCAT Explorer Reading, Riverdeep, STAR, and Accelerated Reader to improve reading comprehension and promote independent reading.	Reading Coaches Curriculum Support Specialists Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	5000

Research-Based Programs

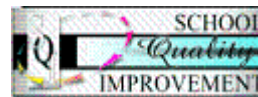
Houghton Mifflin Reading Program, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, Reading Plus, Success Maker.

Professional Development



School Improvement Plan

2007-2008



Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, Reading Plus, Leap Frog, and CRISS. Provide professional development on the Transition Academy for fifth grade teachers in April 2008. The School Improvement Zone Curriculum Support Specialists and school-site Reading Coaches will provide on-going professional development to teachers in third through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning, on selected Wednesdays after early dismissal, and on Teacher Planning days. Provide professional development to instructional staff in reading's Big Five. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation. Increase instructional capacity by providing staff development in the following: 8-Step Continuous Improvement Model, District Critical Mass training for teachers new to the selected grade levels, disaggregating data and using it to drive instruction, WSPI, differentiated instructional strategies, Soar to Success, Early Success, Voyager Passport, Dynamic Indicators of Basic Early Literacy Skills, Diagnostic Assessments of Reading (DAR) and based upon the content analysis third grade - words and phrases, comparisons, and reference and research, fourth grade – words/phrases, main idea/purpose and fifth grade – words and phrases, main idea/purpose, comparisons and, reference and research, School Improvement Zone Professional Development workshops, and district sponsored workshops.

Evaluation

Formative bi-weekly and monthly benchmark assessments will be administered by the teacher along with summative Houghton Mifflin Integrated Theme test, Interim Progress Test and the 2008 FCAT Reading for all students. The DIBELS and the Florida Kindergarten Readiness Screener (FLKRS) assessments will be used for screening, DAR Informal Reading Inventory will be used for diagnosing, Houghton Mifflin Phonics Screener, Early Emerging Literacy Survey, and DIBELS Quarterly, Grade 3 Portfolio Assessment(3), and writing assessments (1-5) will be used to monitor progress.

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

Morningside Elementary students will demonstrate improvement in mathematics skills.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that forty-nine percent of students have met high standards in Math. Forty percent of the students in grade 4 have scored at or above the FCAT Achievement Level 3. Twenty-five percent of the students in grade 5 have scored at or above the FCAT Achievement Level 3. Fifty-eight percent of the Hispanic students, fifty-six percent of Black students, fifty-five percent of the Free and Reduced lunch students, and seventy-two percent of the students with disabilities, forty-seven percent of the English Language Learners in grade 3 through 5 have scored below the State required mastery level in Mathematics. Therefore, greater targeted assistance and remediation are needed for students scoring at FCAT Levels 1 and 2, for those who are Hispanic, Black, English Language Learners, Free and Reduced lunch, or participating in the exceptional education program.

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grade 3-5 will increase their mathematics skills as evidenced by a 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Hispanic students in grades 3-5 will increase their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Black students in grades 3-5 will increase their mathematics skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Free and Reduced Lunch students in grade 3-5 will increase their mathematics skills as evidenced by 62% of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities in grades 3-5 will increase their mathematics skills as evidenced by a 62% of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Edusoft to disaggregate data from bi-weekly and quarterly Mathematics Standards Assessments to monitor progress and identify students in all subgroups in need of remediation to improve mastery of the Sunshine State Standards.	Curriculum Support Specialist Classroom Teachers	8/20/2006	6/11/2008	Other/ Not Applicable	0
Utilize CRISS strategies with all subgroups to improve mastery of the Sunshine State Standards.	Curriculum Support Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use bi-weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to target instruction and guide intervention for all subgroups.	Curriculum Support Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize hands-on manipulatives during mathematics instruction with all subgroups to enhance student mastery of problem-solving skills.	Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the use of instructional skills provided through professional development through classroom visitations by Curriculum Support Specialists and administrators.	Curriculum Support Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement an after school and before school program for students in third through fifth grade from all subgroups scoring at Level 1 on the 2007 FCAT Mathematics subtest, using research-based materials; SuccessMaker Enterprise, Riverdeep Mathematics, Scott Foresman/Addison Wesley Mathematics Program, Voyager V-Math and other research-based models that emphasize remediation of student deficiencies through State Approved Supplemental Educational Services.	Curriculum Support Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	5000

Research-Based Programs

Core – Scott Foresman/Addison Wesley Mathematics Program,
Supplemental – SuccessMaker Enterprise

Professional Development

Increase instructional capacity by providing staff development in the following: CRISS Training, 8-Step Continuous Improvement Model, disaggregating data and using it to drive instructional practices, differentiated instruction strategies, integration of technology resources into the curriculum, Edusoft, WSPI, use of hands-on manipulatives to enhance and enrich instruction, SuccessMaker Enterprise, and based upon content analysis, third grade – algebraic thinking, fourth grade – geometry, algebraic thinking and data analysis.



School Improvement Plan 2007-2008



Evaluation

Scores on the 2008 FCAT Mathematics test will be used to evaluate this objective. Lesson plans, biweekly assessments, quarterly Mathematics Standards Assessments, and the formative data generated by Edusoft will be utilized 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Statement

Morningside Elementary students will demonstrate improvement in writing skills.

Needs Assessment

Scores of the 2007 FCAT Writing Test indicate that 82% students in fourth grade met high standards in writing. Scores of the Narrative Writing Test indicate that 62 percent of students in grade 4 have scored 3.5 or higher. Scores of the Expository Writing Test indicate that 76 percent of students in grade 4 have scored 3.5 or higher.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, 83% of fourth grade students will score at 3.5 or higher on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Zone Writing Plan as a guide to focus instruction in focus, convention, organization, and elaboration.	Reading Coach Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement individual conferencing and intervention sessions for all students including those scoring 1-3 for all subgroups.	Reading Coach Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement a school wide instructional focus on the writing process through Writer's Workshop as delineated in Houghton Mifflin and additional functional writing opportunities in grades 3 through 5.	Reading Coach Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer pre-test. Form focused writing groups based on writing pretest scores in narrative and expository writing in fourth grade.	Reading Coach Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor school developed instructional focus calendar, providing intensive, differentiated instruction using the 6-point rubric to evaluate writing tests and use CRISS strategies.	Reading Coach Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use the Write Time For Kids Program to provide a vehicle for additional and supplemental instruction of writing skills and the evaluation of student progress.	Reading Coach Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	1000

Research-Based Programs

Houghton Mifflin Writers Workshop

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level. Increase instructional capacity by providing professional development in the following: CRISS Training, 8-Step Continuous Improvement Model, data analysis, holistic scoring using the U-6 Rubric, and opportunities to attend district sponsored workshops. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Scores on the 2008 FCAT Writing Plus Test will be used to evaluate this objective. District and teacher provided writing prompts will provide formative data used to monitor progress.

Science Goal

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

Florida Education Priorities

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

Science Statement

Morningside Elementary students will increase their science performance to meet high standards.

Needs Assessment

The results of the 2007 FCAT Science test administration reflect that 20 percent of students met high standards. Therefore, fifth grade students need improvement in the areas of Earth and Space, Scientific Methods, as evidenced by 40 percent, 58 percent and 42 percent respectively, which is needed to meet these requirements. This year concerted instructional effort in these areas should result in an increase in student achievement in Science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 50 percent reaching the state required mastery level as documented by scores on the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students in all subgroups to use technology resources to research topics in science focusing on the scientific method.	Administrators Curriculum Support Specialists Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize CRISS strategies to increase student achievement in science.	Curriculum Support Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement science pacing guide to ensure that all Sunshine State Standards are being taught through content area instruction.	Administrators Curriculum Support Specialists Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Align the Science and Mathematics long-range plans to provide opportunities for the integration of the two subjects so that students can experience the relation between Mathematics and Science.	Administrators Curriculum Support Specialist Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use School Improvement Zone monthly assessments align to the Sunshine State standards tested benchmarks to target instruction and guide intervention.	Curriculum Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Conduct a schoolwide Science fair for students to demonstrate application of the Scientific process	Curriculum Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Disaggregate and analyze data from the monthly assessments to identify strengths and weaknesses of students in grade five to guide instruction.	Curriculum Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide resources for students in second through fifth grades to participate in weekly hands-on /inquiry based investigation through the Science for all curriculum.	Administrators Curriculum Support Specialists Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	500
Conduct staff development workshops to promote the teaching of science process skills.	Curriculum Specialist Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	500
Fifth grade students will apply the scientific method in a pullout science lab once a week.	Curriculum Support Specialist Classroom Teachers Administrators	8/20/07	6/11/08	Other/ Not Applicable	0

Research-Based Programs

FOSS Kit

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level. In addition, CRISS training will be provided to increase student achievement in science. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Scores on the 2007 FCAT Science test will be used to evaluate this objective, as well as the School Improvement Zone monthly assessments and an increase in participation in the science fair.

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

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

Parental Involvement Statement

To increase communication and parental involvement at Morningside Elementary School.

Needs Assessment

The data on the 2006-2007 annual survey of Title 1 Parental Involvement indicates a 30 percent increase in the level of parental participation in school activities. The level of involvement of parents and community based organizations needs to be a major focus of the school in order to enhance student achievement.

Measurable Objective

Given the need to build better working relationships with parents and the community to support and improve academic achievement of students, parental and community involvement will increase by 50 percent as evidenced by the 2007-2008 Title One Log participation in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage and promote active community involvement through collaboration with Dade Partners and the School Volunteer Program.	AdministratorsCISCounselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Encourage parent participation in the Parent Academy and other literacy enhancement programs that promote personal growth for parents.	AdministratorsCISCounselorSocial Worker	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and maintain a Parent Resource Center to provide resources to enhance student learning.	AdministratorsCIS	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide weekly Second Cup of Coffee parental workshops/activities to empower parents with the skills needed to assist their child; workshop topics to include: a) school-writing projects and the writing process; b) school-home reading projects to increase literacy; c) school-wide mathematics projects to increase mathematical skills in order to promote student achievement.	Administrators Community Involvement Specialists Reading Coach Social Worker Media Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	1000
Establish active parental participation in their child's education and in decision-making groups such as the Parent Teacher Association (PTA), School Advisory Council (EESAC) and the Title I Parent Advisory Council (PAC).	AdministratorsCIS	8/20/2007	6/11/2008	Other/ Not Applicable	0
Create hands-on science activities for parents to use at home designed to increase their child's scientific inquiry skills.	AdministratorsCISInstructional Staff	8/20/2007	6/11/2008	Other/ Not Applicable	0
Increase home school communication through written notification to parents in their home language of meetings, parent workshops, parent teacher conferences and homevisits.	AdministratorsCIS	8/20/2007	6/11/2008	Other/ Not Applicable	1000
Provide parenting skills workshops to promote the emotional/social development of their child.	AdministratorsCISSocial WorkerCounselor	8/20/2007	6/11/2008	Other/ Not Applicable	500

Research-Based Programs

PASSport to Success
National Standards of PTSA

Professional Development

Parents and teachers will actively participate, collaborate and receive training for the following activities: Educational Excellence School Advisory Council (EESAC), Open House, Curriculum Areas, Family Literacy Nights, Reading Under the Stars, Parent Teacher Student Association (PTSA) through monthly second cup of coffee, PTSA and EESAC meetings.

Evaluation

The Title I logs; rosters for school-wide workshops/in-services, home visits, number of signed compacts returned will show a 25 percent increase in parental involvement.

Discipline & Safety Goal

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

Florida Education Priorities

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

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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

Maintain and Promote a Safe Learning Environment and improve attendance.

Needs Assessment

The Miami-Dade County Percentage of attendance Report for 2006-2007 indicates an average attendance of 95.6 percent.

Measurable Objective

Given emphasis on a safe and secure learning environment, student tardiness and absences will improve as evidenced by an increase of 3% in the attendance rate of the 2008 report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor DARE Program, Do The Right Thing, Citizens Crime Watch to increase a safe, learning environment for students to attend school.	Counselor Administrator sCIS/PTA Social Worker City of Miami Police	8/20/2007	6/11/2008	Other/ Not Applicable	0
Review, implement and adhere to the Miami-Dade County Public Schools' Code of Student Conduct.	Administrators Classroom Teachers Parents	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize Social Workers for home visits to follow up on Tardies/Absenteeism	Administrators Social Worker Counselors Parents	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement ConnectEd Attendance Notification Program and Truancy Intervention Program	District staff Administrators Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Character Education Program
Learning For Life
Drug Free Schools
Bullying Prevention program
Peace Foundation

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to all staff, instructional and non-instructional, and will include strategies and intervention programs to improve attendance.

Evaluation

The 2007 - 2008 Attendance 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 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"/>

Technology Statement

To engage students in grades K-5 in technology infusion projects and information literacy skills in support of their life-long and academic learning needs and achievement in technology will increase annually.

Needs Assessment

Based on our 2007 report of Success Maker, students in grades K-5 will increase the use of technology in 2006-2007 by 40 percent.

Measurable Objective

Given instruction using computers, students in grades Kindergarten through fifth will increase the use of technology by 40 percent as evidenced by the Utilization Report from the use of Success Maker as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a Train-the-Trainer model at each Grade Level.	Administrators Technology Facilitator Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide professional development in the integration of technology in the curriculum.	Administrators Technology Facilitator	8/20/2007	06/11/2008	Other/ Not Applicable	1000
Provide Professional Development to utilize Promethean Boards in teaching in grades 2-4.	Administrators Teachers Microsystem Tech	8/20/07	6/11/08	Other/ Not Applicable	4000
Align strategies for standard curriculum to include technology throughout the curriculum in order to support student achievement.	Technology resource teacher/ Classroom Teacher/ Administrators	8-20-07	6-11-08	Other/ Not Applicable	
Identify students scoring below Level 3 in grades 3 through 5 on the FCAT and /or are not making appropriate learning gains. Provide intervention such as small group instruction, additional time devoted to reading, writing and math instruction and after school tutoring by using technology.	Technology Resource Teacher/ Classroom Teacher/ Administrator	8-20-07	6-11-08	Other/ Not Applicable	
Utilize computer assisted resources such as FCAT Explorer, River Deep, Success Maker, Reading Plus and Accelerated Reader to reinforce the student's reading, writing, and math skills.	Technology Resource Teacher, Classroom Teacher, Administrators	8-20-07	6-11-08	Other/ Not Applicable	

Research-Based Programs

Core Program: National Education Technology Standards (NETS)
 River Deep
 Success Maker
 Reading Plus

Professional Development

Online modules in all areas of technology literacy training will be available through EasyTech Courses and AtomicLearning.com Courses (two Computer-Based Training (CBT) online training programs. These CBT's will be used in training situations and independently by all staff. Participants and the technology Facilitator will assess mastery levels through self-administered quizzes and reports.

All teachers and instructional staff will receive instruction and training in the integration of technology into the curriculum. Communication Arts and Social Studies will be the core areas initially developed. The delivery of professional development training includes model lessons and follow up activities, that ensure the transfer and application of newly learned strategies and techniques.

Evaluation

Formative evaluation each marking period, reports, self-quizzes. Mastery will be assessed through classroom walk-through and increase in student use of technology.
 Monthly utilization reports will be based on Success Maker, provided by the Reading Coaches and teacher logs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

To improve Health and Physical Fitness.

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 91% of Morningside's 4th and 5th grade students received a gold or silver award. Those results indicate a need for 9% of the students to become more physically active and health conscious.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades 4-5 will improve in fitness as evidenced by 94% of students will receive a gold or silver award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a physical education program and increase student participation in the FITNESSGRAM.	Administrators Physical Education teachers	8/11/2007	06/11/2008	Other/ Not Applicable	0
Engage students in cardiovascular activities and flexible training for a minimum of 2 hours per week.	Physical Education Teachers Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Conduct lectures and lessons on nutritinal foods.	Physical Education Teachers Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	150

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development will be provided to Physical Education personnel by the Division of Life Skills and Special Projects.

Evaluation

Results of Miami-Dade County Public Schools Fitness Testing Program 2006 - 2007 FITNESSGRAM and teacher's lesson plans will reflect implementation of strategies.

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

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

Electives & Special Areas Statement

The School Improvement Zone Extended Day Program will increase student participation in foreign language. Students will participate and perform in Performing and Visual Arts.

Needs Assessment

Based on parent/community survey and meetings in 2007, the majority of parents and community members communicated through a vote a greater need for an intensive dual-language instruction program along with participating in performances to help focus student's critical thinking and personal strengths.

Measurable Objective

Given implementation of foreign language and Haitian-Creole Academy, student participation in second language acquisition skills and participation in student performances will increase by 25 percent as evidenced by student rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Students will engage in foreign language instruction during enrichment activities.	Language Teachers Administrators Lead Teacher	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide professional development to all teachers on Global studies and diversity awareness.	Language Teachers Lead Teacher Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	2000
Students will participate in a foreign language showcase focused on cultural and language activities.	Magnet Lead Teacher Classroom Teachers Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	2000
Oversee the use of reading and writing strategies in all special area classes using lesson plans and records of classroom observations utilizing the school Focus Calendars.	Art Teacher/ Music Teacher/ P.E. Teacher/ Media Specialist/ Reading Coaches/ Administrators	8-20-07	6-11-08	Other/ Not Applicable	
Create "Productions" that will enable the students of the Art and Music classes to showcase their talents to parents and the community.	Music Teacher/ Art Teacher/ Classroom Teachers/ Administrators	8-20-07	6-11-08	Other/ Not Applicable	

Research-Based Programs

N/A

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day in Global studies education. Trainings will include use of foreign language instructional activities through technology. Teachers will be provided with professional development for their areas of performing and visual arts instruction through Arts for Learning.

Evaluation

Attendance rosters to indicate participation of students in a dual-language program. Attendance rosters to indicate participation in performances.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

To improve student performance by developing an effective relationship between the cost of programs purchased and the effectiveness of programs purchased.

Needs Assessment

The Return on Investment Index indicates that in the state of Florida Morningside Elementary is at a 36 percentile. A qualitative cost analysis team is needed in order to : (a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources (b) monitor whether or not the programs and resources are improving school and student performances (c) measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

Measurable Objective

Morningside Elementary School will improve its ranking on the State Return on Investment Index Publication from the 36th percentile in 2005 to the 40th percentile on the next publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources relative to school programs.	Administrators	8/20/2007	6/1/1/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

The principal will attend trainings conducted by the District which focus on budget and internal funds.

Evaluation

Based on the results of the ROI index, Morningside Elementary School will show progress toward reaching 40th percentile on the next publication.

EESAC Compliance

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

Budget:

The EESAC recommended the allocation of funds to support the educational programs and strategies outlined in the School Improvement Plan.

Training:

The EESAC supports the recommendations for professional development based on a needs assessment survey and the School Improvement Plan.

Instructional Materials:

The EESAC worked cooperatively with the staff and administrators to make recommendations for supplementary instructional materials and resources to enhance student academic performance.

Technology:

The EESAC reviewed school site survey results and supports the School Improvement plan objectives and strategies to enhance student and staff usage of future technologies.

Staffing:

The EESAC supports the utilization of paraprofessionals and classroom assistants to assist teachers as they implement differentiated instruction activities.

Student Support Services:

The EESAC recommended strategies to enhance support services provided by the school counselor, Community Involvement Specialist and through the cooperative consultation process.

Other Matters of Resource Allocation:

The EESAC has recommended funds to support and enhance our Music program, as well as provide incentive programs to reward students for regularly coming to school.

Benchmarking:

The EESAC has recommended the data sources and the methods for the collection of data to provide benchmarking as related to the School Improvement Plan. The areas include student achievement, staff development and parental involvement.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommends and supports the School Improvement Plan strategies to enhance school safety and discipline based on the collaborative efforts of the Behavioral Management Committee, EESAC, and Administrative team.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	25000
Mathematics	5000
Writing	1000
Science	1000
Parental Involvement	2500
Discipline & Safety	0
Technology	5000
Health & Physical Fitness	150
Electives & Special Areas	4000
Return On Investment	0
Total	43650



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