

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Barbara J. Hawkins Elementary School (3781)

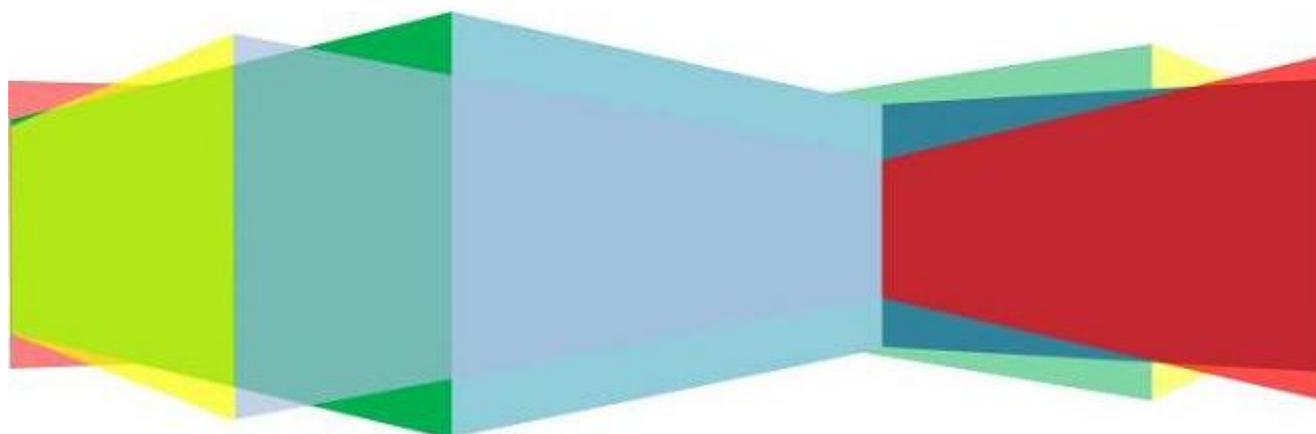
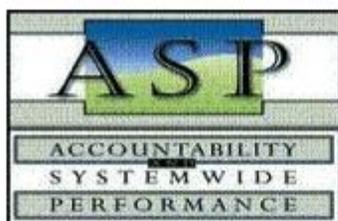
Feeder Pattern - Miami Carol City Senior

Regional Center I

District 13 - Miami-Dade

Principal - Evelyn Harrison

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Barbara Hawkins Elementary School is located at 19010 NW 37th Avenue in Miami Gardens, Florida, a predominately African American community. The school is an attractive, well-maintained facility which was constructed in 1960 and has undergone two major additions and renovations. It consists of grades pre-kindergarten through five in the regular program, and a resource Gifted program. Instruction is provided by a highly trained staff of 51 teachers, paraprofessionals and administrators who are committed to providing appropriate and challenging educational programs for our students. After analyzing and evaluating pertinent data, Barbara Hawkins Elementary School, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as school-wide priorities for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their reading skills as evidenced by a minimum of 58 percent of students scoring at a level 3 or higher on the 2008 FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skills proficiency in writing, as evidenced by 94% or more of students meeting high standards on the writing 2008 FCAT Writing +.

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 Science FCAT Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community participation, the school will demonstrate an eight percentage points increase in parental and community interaction as evidenced by comparing parental rosters for the 2006-2007 and 2007-2008 school years.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, students at Barbara Hawkins Elementary School will increase their attendance by 0.75 percentage points as evidenced by the Attendance Report for 2007-2008 School Year.

Given an emphasis on technology in education, 80% of students in grades 3 through 5 will demonstrate a .75 increase in academic gains as evidenced by the by Gains Reports provided by Success Maker.

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades 4 and 5 will improve their skills as evidenced a 10 percentage points of students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

Given the opportunity, the students will increase their involvement as evidenced by a six percentage point increase in participation of art contests and musical presentations.

Barbara Hawkins Elementary School will improve its ranking on the State of Florida ROI Index publication from the 8th percentile in 2004 to the 9th percentile on the next publication of the index.

The results of the 2007-2008 Organizational Performance Improvement Snapshot Survey(OPIS) reveal that 91 percent of the staff of Barbara Hawkins Elementary School completed the assessment. The two areas of priority from the results of the survey are from Process Management Category 6 (item 6a) and Business Results Category 7 (7c). These are the same two areas of concern from last year. However, the results did show some improvement, indicating some progress had been made. But there is still a need for improvement. The first area of attention concerns "getting the necessary resources to do my job." Teachers will be asked, at grade level meetings, to discuss needed resources and share where available. Next, grade level chairpersons will submit a list of resources that are not available on grade level. A list of needed resources will be compiled and distributed school-wide. All stakeholders will be asked to monitor the needs list and work together to provide assistance when and where necessary. Teachers will be encouraged to research and write grants for their needs and those of the school. Finally, the second area that needs attention is "I know how well my organization is doing financially." An environment of professional collaboration at Barbara Hawkins Elementary School will enlighten the stakeholders of the financial status of our school. The principal and the elected members of the EESAC will conduct a financial workshop to ensure that all stakeholders are familiar with the financial structure and expenditures of our organization. In addition, the financial status of the organization will be made available to the stakeholders on a more frequent basis. We will do our best to address these two areas throughout the year.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

3781 - BARBARA J. HAWKINS ELEMENTARY SCHOOL

VISION

Barbara Hawkins Elementary School is committed to enhancing the performance of all students and maximizing their potential as life-long learners in a technologically changing world. Therefore, educational technology will be integrated into the curriculum and accessible to all students, ensuring their ability to successfully meet the challenges of the 21st Century.

MISSION

The staff and community of Barbara Hawkins Elementary accept the challenge to develop the academic and social potential of all students, and to provide a nurturing environment for their emotional growth, enabling them to become productive citizens in a global society.

CORE VALUES

Barbara Hawkins Elementary uses the following beliefs as our guide toward instruction and forms the foundation of all of our programs. We believe that all children can learn and that our responsibility is to motivate and assist our students to realize their potential and to make sure that no child is left behind.

School Demographics

Facility/Community

Barbara Hawkins Elementary School is located at 19010 NW 37th Avenue on 10.03 acres in Miami Gardens, Florida, a predominately Black community. The school is an attractive, well-maintained facility which was constructed in 1960. It was originally called North Carol City Elementary. A new media center and special education wing was added in 1992. Presently, there is one portable classroom which houses our pre-kindergarten class. There were 339 students on free or reduced lunch.

Student Demographics

School population is 373 with the following identified ethnic groups: 89.5% Black/non Hispanic, 9.9% Hispanic, .5% other. FCAT results indicate: 68 students – Reading Level 1 and 50 students in Reading Level 2; 55 students – Mathematics Level 1 and 70 students Mathematics Level 2. We have one resource gifted program and one Voluntary Pre-Kindergarten program. Our NCLB subgroups include: 204 African-American, 195 Economically Disadvantaged and 39 Students with Disabilities.

Unique Aspects: STRENGTHS

Barbara Hawkins Elementary is a small school, very well maintained with a dedicated staff and a “family” type atmosphere. Approximately 41% of our staff has masters degrees and 6% with specialist degrees and 1 National Board Certified teacher. A few of our teachers have chosen education as a second career and have proven to be wonderful assets to our school.

Unique Aspects: AREAS OF CONCERN

Most of our students come from families where there are limited resources. This creates a disadvantage for our students because they do not have a lot of exposure to educational experiences outside of school. Many of our parents are single parents or grandparents with limited economic resources. Many families in our neighborhood rely on government services to provide for the basic needs of the students. In addition, most of our students do not have access to computer technologies at home or access to the internet. In addition, many of our students need extra help to master basic skills and close the achievement gap. Our student mobility rate is 38. Another concern is that approximately one-third of our teachers are beginning or early career teachers.

Teacher Demographics

The Leadership Team is comprised of the principal, assistant principal, two reading coaches, three grade level chairpersons and professional development liaison. The school employs a total of 50 full and 12 part-time employees. Included in this number are two administrators, 2 reading coaches, 34 classroom teachers, one media specialist, one guidance counselor, one hourly teacher, one community involvement specialist, one micro-systems technician, four paraprofessionals, four full-time custodians, four office staff members, one full time security monitor, 2 hourly security monitors, one hourly paraprofessional, one hourly library clerk, 3 hourly cafeteria monitors, and three hourly aftercare program leaders.

The ethnic composition of instructional staff is as follows: 62% or 21, Black non-Hispanic; 12% or 4, Hispanic; 26% or 9, White non-Hispanic. Approximately one-third of our instructional Staff has been at the school for three years or less. We have concerns about teacher recruitment and retention due to out of county/out of state relocation of new teachers and the failure of teachers to attain certification credentials within state mandated time. Below is a list of full and part-time employees with their employee number:

Evelyn C. Harrison, #095294; Jorge Mazon, #205443; Marthenia King-Mapps, #174224; Cedric Bostic, #193028; Joyce Perry, #217107; Josefina Muniz, #230680; Claudette Small, #233356; Fredricka Rhodriquez, #048610; Darlene Spivey, #217582; Deborah Mayo, #224196; Trelena Hayes, #262033; Janice Williams, #268519; Keyona Burnes, #283826; Regina Henderson, #148300; Theresa Cooper, #150819; Debora Wright, #169040; Drexel Moxey, #187148; Theotis Price, #204611; Craig Rolle, Jr., #238216; Gloria Denson, #239543; Modesto Tejada, #250042; Shirley, Mobley, #285096; Caress Greene, #285096; Michelle Major, #286194; Midloune Pierre, #287421; Susanna Gow, #018336; Sandra Peoples, #061682; Vivian Tempkins, #072521; Celestine Wilder, #081362; Dorothy Hammer, #086360; Kathleen Zebrowski, #089382; Oliver Ashley, #093423; David Leffert, #097569; Patricia Mergner, #102125; Gloria Zolondz-Tillem, #104146; Beth Falikowski, #106559; Senica Moss, #147540; Eva Wich, #153265; Andrea Thompkins, #155351; Sonja Bruton, #162505; Mildred Moore, #166965; Stephanie Sills, #172292; Karen Crews, #187374; Gwendolyn Richards, #188622; Verna Lalor, #188975; Patricia Innocent, #201717; Carolyn Eaddy, #201814; Tiffany Davis, #210677; Tina Bostic, #225741; Luz Diaz, #233953; Beatriz Jimenez, #241037; Maria Martinez, #248311; Nyere Wanza, #256956; Hillory Burgess, #260275; Derek Negron, #262850; Shemika Clarke, #270228; Natasha Morgan, #276565; Kimberly Duhon, #277884; Brittani Mandrell, #281790; Kandance Johnson, #282405; Sandra Beckford, #283666; Cherie Pickett, #246555; Myana Santiago, #283428; Tamara Dardy, #243477; Tamirro Robbins, #277101.

Class Size/Teacher to Student Ratio



School Improvement Plan 2007-2008



The average class size is presently consistent with the state mandate of 18 students in PK, KG, 1st, 2nd, and 3rd. For grades 4th and 5th the class size is 22.

SPED Class Size by grade levels are as follows:

Kg – 0 3rd - 8
1st – 2 4th - 2
2nd – 1 5th - 2

Attendance Rate

The attendance rate at the school for 2006-2007 school year (95.51) was slightly above the District's rate of 94.96.

Promotion/Graduation/Retention Rates

Barbara Hawkins Elementary School had 8% or 32 students to be retained.

Feeder Pattern

Barbara Hawkins Elementary School students reside within the Miami Carol City Senior High School Feeder Pattern. Our students transition to Carol City Middle School, which was designated as an "F" school for the 2006-2007 school year. These schools have not been identified as Zone schools, however, all of the schools within this feeder pattern face multiple challenges and opportunities.

Special Programs

Barbara Hawkins Elementary is a Title I school that offers a variety of programs to its students. We have a strong academic program. Our After School Care program offers a variety of academic enhancement and enrichment activities, including homework assistance, indoor and outdoor games, music, arts and crafts. The Academic Excellence Program (AEP) will focus on mathematics and chess for students. We also have a gifted resource program and a tutorial program. We participate in SECME – Science, Engineering, Communication, Mathematics, and Enhancement Program. This worthwhile partnership supports the National goal of preparing students for the workforce of the 21st Century. Students may participate in the following clubs: Safety Patrol, Future Educators of America (FEA), and Cheerleaders.

School Community Relations/Partners

Barbara Hawkins is a part of the Miami Carol City Senior High Feeder Pattern. As a member of this group, we participate in the Miami Carol City Senior High Feeder pattern Advisory Committee. This committee meets regularly every three months. The Regional Superintendent, Regional Directors, and District Representatives are invited to meet with this group.

We participate in a partnership - Kids and the Power of Work (KAPOW) for our fifth grade students with a focus on career development and exploration.

Due to our close proximity to the Dolphins' Stadium, we are partnered with the Miami Dolphins. The Dolphins provide incentives, social exposure and career exploration for our students. Each month a student is recognized as Student of the Month and invited to attend the Dolphin game with his/her parent.

Grants

Barbara Hawkins was excited about being a part of the Reading First Grant awarded to the district to assist in the academic, developmental and emotional progress of students in kindergarten, first, second and third grades.

School Foundation

Leadership:

The leadership begins at the top with Mrs. Evelyn Harrison, Principal of Barbara Hawkins Elementary School. She works very closely with the assistant principal and the Leadership Team. The Staff Survey with a score of 4.5 demonstrates that the staff continues to feel very positive about the leadership and day to day operation of the school. Mrs. Harrison continues to take action when and where it is necessary. Barbara Hawkins Elementary School encourages shared decision making between all stakeholders which includes members of the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide support and professional growth opportunities so that all stakeholders can make informed decisions. New ideas are accepted and encouraged by the administrators. It is important to offer support beyond the basic curriculum for all students and parents.

District Strategic Planning Alignment:

The Staff Survey indicated with a score of 4.4 that employees are satisfied with their involvement in the development of school goals. EESAC and the staff of Barbara Hawkins Elementary School analyzed the goals and objectives of our school and the entire faculty worked together to make dramatic gains in student performance. We will continue to monitor the goals and objectives of our school so that they are in alignment with State and District goals and objectives.

Stakeholder Engagement:

The Staff Survey indicated with a score of 4.3 that the level of satisfaction of its customer is good but there is always room for improvement. Barbara Hawkins Elementary School is committed to enhancing the level of satisfaction of our customers and maximizing their potential in a technologically changing world. We have made a commitment to create a warm and inviting environment at our school where parents and community members feel comfortable. The three areas of concentration are in education, personal/social, and the world of work. We strive to link with the community in many ways. We have school volunteers from local colleges who tutor our students. Each year we have parent workshops which focus on a variety of topics for our customers. Members of our community are encouraged to attend EESAC so they can participate in decision-making activities. Our Parent Resource Center is a focal point of our school where parents gather to exchange ideas and receive support services. In addition, we offer an after school care program for the children of working parents. This program offers many activities to support academics including computer skills, library activities, and home learning support. Our customers and community are very supportive and satisfied with the operation of our school.

Faculty & Staff:

The Staff Survey indicated with a score of 4.3 that the level of satisfaction of its customer is good but there is always room for improvement. Barbara Hawkins Elementary School is committed to enhancing the level of satisfaction of our customers and maximizing their potential in a technologically changing world. We have made a commitment to create a warm and inviting environment at our school where parents and community members feel comfortable. The three areas of concentration are in education, personal/social, and the world of work. We strive to link with the community in many ways. We have school volunteers from local colleges who tutor our students. Each year we have parent workshops which focus on a variety of topics for our customers. Members of our community are encouraged to attend EESAC so they can participate in decision-making activities. Our Parent Resource Center is a focal point of our school where parents gather to exchange ideas and receive support services. In addition, we offer an after school care program for the children of working parents. This program offers many activities to support academics including computer skills, library activities, and home learning support. Our customers and community are very supportive and satisfied with the operation of our school.

Data/Information/Knowledge Management:

The Staff Survey indicated a score of 4.4. The survey revealed that the staff worked as a team and that the supervisor encouraged them to develop skills necessary to do their job. Instruction at Barbara Hawkins Elementary School is provided by a highly trained team of educators who are committed to providing the best instruction for our students. Barbara Hawkins Elementary School uses a variety of strategies to mentor our beginning teachers that supplement the district programs. Each new teacher is assigned a Professional Growth Team including a veteran/mentor teacher to assist in orienting them to our school and transmitting the culture of the system to our novice teacher. In addition, Mrs. Harrison meets with the new teachers as a group once a week. Our grade levels meet regularly to plan and share. Our reading coaches work with the novice teacher sharing our academic plans and any needed professional growth workshops available. Our school's media center specialist works with the novice teacher and keeps them informed of mentoring sessions available for them, such as those provided by the National Board Certified Teachers of Miami-Dade and the United Teachers of Dade.

Education Design:

This was the lowest of the scores on the Staff Survey with a score of 4.2. The one area that revealed the greatest concern was the inability to get the needed resources to complete the assigned job. The research-based school improvement model chosen for Barbara Hawkins Elementary School is the Eight-Step Process found in the book, *Closing the Achievement Gap*. Barbara Hawkins Elementary School has identified two issues concerning improvement in educational design. The first issue is our students are highly mobile and frequently miss days of school. To address this need, we have an attendance program designed to reward classes with perfect attendance for the week. The second issue is many students seem reluctant to spend the time needed outside of the classroom to master basic skills and lack parental involvement at home to reinforce learning. In order to address this issue, Barbara Hawkins Elementary School has instituted SECME as an after school program. Also, the following enrichment activities are offered: gifted pull-out, chess club, AEP, FEA, Read to Lead and our book club using Sunshine State Books. We also have volunteers from the America Reads program who tutor our children in the classroom. Furthermore, Barbara Hawkins Elementary students now qualify for Supplemental Support Services (SES) through private vendors that will be providing tutoring and remediation to the majority of out students. In addition, we offer parent workshops to help parents learn how to help their children with their skills at home.

Performance Results:

The Staff Survey was a score of 4.3 Barbara Hawkins Elementary School has identified some issues concerning challenges in performance results. Among these issues are students' attendance, mobility rate and parental involvement. All issues will be addressed by targeting each group and providing additional resources to provide these areas as an opportunity for improvement.

Schools Graded 'C' or Below

Professional Development:

Professional development activities directly aligned with student performance needs will be provided by staff members, region and district personnel. The selected activities will build critical thinking skills and promote student engagement thus enhancing student performance through the use of Creating Independence through Student Owned Strategies (CRISS) and Reciprocal teaching. Professional Development activities that address the "Big Five" in reading and intensive interventions will be: Voyager Interventions, Quick Reads and Essential Elements of Vocabulary and 2-3 binder activities. All teachers will participate in ongoing professional development activities that build conceptual understanding of: teaching science, creating and administering benchmark assessments and analyzing data for enhanced differentiated and systematic instructional delivery.

Disaggregated Data :

The 2007 FCAT results and the District's third Interim Assessment were examined to determine patterns of strengths or weaknesses in benchmark performance. FCAT Item Specifications were correlated to areas not demonstrating mastery and were noted as areas of emphasis on the Instructional Focus Calendar. Priority professional development needs were selected based on student performance. The lowest performing students were identified for placement in extended day programs, intensive interventions and additional small group attention during school.

Informal and Formal Assessments:

Assessments will be given on a bi-weekly (per class) and every 5 weeks (school-wide) basis utilizing the core instructional program and site-developed benchmark assessments. The Edu-Soft Program will be accessed for this purpose. Student achievement data will also be gathered from instruments such as the DIBELS, DAR, and District-provided Interim Assessments. The Leadership Team will review and analyze that data on a monthly basis with the appropriate grade level teachers. This information will serve as a basis for data study groups, Collaborative Debriefing Time and Instructional Focus Calendar review.

Alternative Instructional Delivery Methods :

Differentiated instructional strategies will include in-class flexible grouping with varied levels of instructional materials. Groups will be made flexible and alternate depending on the most recent data collected on a regular basis. Student centers and libraries will be utilized to reinforce and expand student knowledge in all core areas. Classrooms technology will promote interactive learning using all modalities. Immediate intensive instruction will be provided on a daily basis during the school day. Competitions, recognitions and student incentives will serve as a motivator for improved student performance.



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Barbara Hawkins Elementary School students will make annual level gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of Reading.

Needs Assessment

An analysis of the 2007 FCAT Reading Test indicates that the third grade student mean scale is 269, a decrease from the previous year at 280. The percentage of students scoring at or above grade level also dropped from 63 percent to 43 percent. The weakest content cluster among the third grade students was Main Idea/ Purpose and Comparisons. The fourth grade students mean scale score is 298, an increase from the previous year at 292. Additionally the percentage of fourth grade students scoring at or above grade level increased 43 percent to 57 percent. The weakest content cluster area among the fourth grade students was Main Idea/Purpose, on average they obtained 15 out of the possible 25 points. The fifth grade mean scale score is 282, an increase from the previous year at 265. Furthermore, the percentage of fifth graders scoring at or above grade level increased immensely from 36 percent to 50 percent. The weakest content cluster area among the fifth grade students are Main Idea/ Purpose and Words and Phrases. They obtained less than half the possible points. Overall 54 percent of the students in grades three through five scored at or above grade level on the 2007 FCAT Reading Test. 55 Percent of the students made learning gains in reading, an increase from 46 percent the previous year and 61 percent of the Lowest 25th percent also demonstrated learning gains, also an increase from 55 percent on the previous year. Our student with disability subgroup did not meet AYP target with only 24 percent of them scoring at a Level 3 or higher on the 2007 FCAT Reading Test.

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 checked="" type="checkbox"/>							

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at a level 3 or higher on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will increase their reading skills as evidenced by a minimum of 58 percent of students scoring at a level 3 or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze data from the 2006-2007 FCAT Reading Test and the 2007 reading pretest to identify students' weaknesses and strengths to develop an instructional focus calendar.	Administration, Reading Coaches, Classroom Teacher	8/16/2007	10/25/2007	District-wide Literacy Plan	0
Provide enrichment activities using Riverdeep, FCAT Explorer to students with Achievement Levels 3 and higher.	Administration, Reading Coaches, Classroom Teacher	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement and monitor the use of CRISS strategies in grades K-5 for reading instruction in order to improve reading skills.	Administration, Reading Coaches, Classroom Teacher	8/20/2007	6/5/08	District-wide Literacy Plan	0
Implement and monitor K-12 Comprehensive Research-Based Reading Plan to provide reading instruction.	Administration, Reading Coaches, Classroom Teacher	8/16/2007	6/5/08	District-wide Literacy Plan	0
Promote the Accelerated Reader Program to improve reading comprehension.	Administration, Media Specialist, Classroom Teacher	8/27/2007	6/5/08	District-wide Literacy Plan	0
Provide afterschool tutoring and Saturday Academy sessions in conjunction with SES Providers to all students who need assistance based on data collected from the on-going reading assessments with an emphasis on our Black, SWD and Economically Disadvantaged students.	Administration, Reading Coaches, Classroom Teacher	9/10/2007	5/29/08	District-wide Literacy Plan	6000
Implement and monitor the Eight-Step Continuous Improvement Model in order to provide better reading instruction.	Administration, Reading Coaches, Classroom Teacher	8/16/2007	6/5/08	Continuous Improvement Model	0
Utilize FCAT Item Specifications provided by the Department of Education to improve reading instruction.	Administration, Classroom Teacher	8/16/2007	6/5/08	District-wide Literacy Plan	0
Utilize Best Practices Model for reading instruction to improve student's reading skills.	Administration, Reading Coaches, Classroom Teacher	8/20/2007	6/05/08	District-wide Literacy Plan	0
Provide inservice for parents of students in grades 3 to 5 to promote reading fluency and comprehension especially the parents of our SWD subgroup.	Administration, Reading Coaches, Classroom Teacher	8/28/2007	5/28/2008	District-wide Literacy Plan	0
Implement Immediate Intensive Intervention (iii) in grades Kindergarten through Fifth as a pull-out or push in model five days per week, including our SWD, Black and Economically Disadvantaged students. Monitor progress using school and district assessments.	Administration, Reading Coaches, Classroom Teacher, Paraprofessional	9/4/2007	6/05/08	District-wide Literacy Plan	12000

Research-Based Programs

Voyager
Riverdeep
Quick Reads

Professional Development

Differentiated Instruction
CRISS Strategies
Best Practice Workshop
Voyager Workshop



School Improvement Plan 2007-2008



Evaluation

Summative

1. Monthly passages with comprehension questions, focusing on previously identified weak benchmarks.
2. District Interim assessments
3. Weekly basal text tests
4. DIBELS
5. D.A.R.
6. Leveled Reading Passages
7. District Portfolios (Grade 3)

Formative

FCAT Reading Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of mathematics.

Needs Assessment

An analysis of the 2007 FCAT Mathematics Test indicates that 46 percent of the students in grades 3 through 5 met high standards an increase from the previous year of only 34 percent. Sixty four percent of the students made learning gains in math, and Eighty-six percent of the lowest 25 percent in Mathematics made learning gains. The data indicates that the third grade mean scale score increased one percentage point from 295 to 296 in 2007. The weakest areas among the third grade student are Number Sense, Measurement and Algebraic Thinking, obtaining only half of the points possible. The fourth grade mean scale score increased to 301, an increase of 33 mean scale points when compared to the results of the previous year. The weakest areas among the fourth grade student were Number Sense, Algebraic Thinking and Data Analysis. The fifth grade students also demonstrated growth, the mean scale score increased to 299, an increase of 13 percentage points when compared to the results of the previous year.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide the SECME Program before school(5 days per week) and after school(4 days per week)additional instruction for Black, SWD and Economically Disadvantaged Students.	Administration,SECME Facilitator,Classroom Teacher	9/10/2007	5/23/2008	Academic Enrichment Opportunities	50000
Assign a teacher as technology/mathematics resource teacher to supervise the mathematics activities and computer lab.	Administration, On-site Mathematics Resource Teacher	8/16/2007	6/5/08	Continuous Improvement Model	49000
Follow the Best Practices model for improvement of mathematics instruction.	Administration,Classroom Teacher	8/20/07	6/4/07	Continuous Improvement Model	0
Organize students based on data and use the Eight-Step Continuous Improvement Model to provide instruction in the 5 strands of mathematics for improvement.	Administration, On-site Mathematics Resource Teacher, Classroom Teacher	8/16/07	6/5/07	Other/ Not Applicable	0
Utilize FCAT Item Specifications provided by the Department of Education for improved mathematics instruction.	Administration, Classroom Teacher	8/20/2007	6/05/08	Continuous Improvement Model	0
Implement after school and Saturday tutoring in conjunction with SES Providers to improve their mathematics skills of all students especially our Black, SWD and Economically Disadvantaged students. Evaluation will be based on the scores of the 2007-2008 FCAT Mathematics Test.	Administration, On-site Mathematics Resource Teacher,Classroom Teacher	9/10/2007	5/23/2008	Continuous Improvement Model	6710
Provide Family Math Night for parents of students in grades K-5 in order to experience hands-on activities and strategies to help improve student achievement in mathematics.	Administration,On-site Mathematics Resource Teacher,Community Involvement Specialist	10/30/2007	2/19/2008	Continuous Improvement Model	0
Analyze data using Edusoft items and the 2007 FCAT-Mathematics Assessment and the 2007 mathematics pretest results to identify students' weaknesses and develop an instructional school focus calendar.	Administration, On-site Mathematics Resource Teacher,Classroom Teacher	8/16/2007	6/05/08	Continuous Improvement Model	0

Research-Based Programs

Harcourt
Riverdeep
FCAT Explorer

Professional Development

Analyzing Data to Target Instruction Workshop
Riverdeep-Curriculum Resource for Intensive Mathematics Workshop
Elementary Mathematics Resource Leaders: Raising the Bar Workshop
Data Driven Decision Making for Mathematical Learning
Family Math
Hands on Equations
Navigating Through Algebra Grades 3-5

Evaluation

Formative: District Interim Assessments, Chapter tests

Summative: FCAT Mathematics Test

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

Writing Statement

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills and competencies needed to master state standards in the area of writing.

Needs Assessment

Analysis of the 2007 FCAT Writing Plus results indicate that the percentage of students who scored at 3.5 or higher on the combined writing score was 89 percent an increase from 14 percentage points from the previous school year. The students who scored a 4.0 or higher on the combined writing score is 74%, and increase of 16 percentage points from the previous year. The mean score on the expository prompt increased from a 3.6 to 4.1. The mean scale score on the narrative prompt increased from 3.5 to 3.8. The content fourth grade student scored the weakest on was support.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will demonstrate their skills proficiency in writing, as evidenced by 94% or more of students meeting high standards on the writing 2008 FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan, implement, and monitor a schedule for writing prompts, using on-going data in order to improve writing skills.	Administration, Reading Coaches, Classroom Teacher	8/20/07	6/01/08	District-wide Literacy Plan	0
Continue to implement CRISS strategies and utilize Best Practices for improved writing instruction.	Administration, Reading Coaches, Classroom Teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement the Eight-Step Continuous Improvement Model and monitor effectiveness through data analysis meetings to improve writing skills.	Administration, Reading Coaches, Classroom Teacher	8/20/2007	6/5/08	Continuous Improvement Model	0
Monitor classroom journal writing and integrate writing across curriculum.	Administration, Reading Coaches, Classroom Teacher	8/27/07	6/05/08	District-wide Literacy Plan	0
Provide afterschool tutoring and Saturday Academy based on writing assessment data in order to improve writing skills. Evaluation will be based on the scores of the 2007-2008 FCAT- Writing+Assessment.	Administration, Reading Coaches, Classroom Teacher	10/8/2007	2/21/2008	District-wide Literacy Plan	2800

Research-Based Programs

Houghton Mifflin

Professional Development

CRISS
 Writing workshops
 Text Pattern workshop

Evaluation

Formative assessments will include but not be limited to quarterly prompts, teacher made tests, and quizzes. The results of the formative assessments will be used to provide feedback to teachers and students and to modify and validate instruction. Summative assessments will include but not be limited to pre and post District writing tests and FCAT-Writing+ Assessment. Summative assessments will be used to determine if students have mastered specific competencies and to identify areas that need additional attention. Assessments will be directed by classroom teachers, reading coaches, and curriculum support specialists. The objective will finally be evaluated by scores on the 2007-2008 administration of the FCAT-Writing+ Assessment.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Barbara Hawkins Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State and District standards in the area of science.

Needs Assessment

An analysis of the 2007 FCAT Science Test results indicate, that the mean scale score of 5th grade students was 258, a 10 point increase from the previous year. The percentage of fifth grade students who scored a Level 3 or higher was 13 percent, a 3 percentage point increase from the previous year. Upon further analysis, the data revealed that 63% were identified as Level 1, 24% at Level 2. The weakest content clusters among fifth grade students are Earth and Space at 40% and Scientific Thinking at 33%.

Measurable Objective

Given instruction based on the Sunshine State Standards, the percentage of students meeting high standards in grade 5 will increase by 25 percentage points on the 2008 Science FCAT Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development through district support for teachers to motivate and equip them to solve real world problems involving the scientific process in their classrooms.	Administration, Division of Math and Science Resource Teachers	8/20/2007	6/5/08	Continuous Improvement Model	300
Conduct Science Fair informational workshop for parents so they can help students prepare for participation in the school-wide Science Fair.	Administration, On-site Science Resource Teacher, Classroom Teacher, Community Involvement Specialist	11/12/2007	4/25/2008	District-wide Literacy Plan	0
Administer a pre-test, progress, and post-test during the 2007-2008 school year and utilize the data from these assessments to drive instruction.	Administration, On-site Science Resource Teacher, Classroom Teacher	9/4/2007	3/20/08	Continuous Improvement Model	0
Implement the Sunshine State Standards to teach science in creative and innovative ways and to promote learning in all areas relating to Science Item Specifications.	Administration, On-site Science Resource Teacher, Classroom Teacher	8/16/2007	6/05/08	Continuous Improvement Model	0
Conduct field trip experiences correlated to the science benchmarks in order to enrich environmental, earth, and space science education.	Administration, On-site Science Resource Teacher, Classroom Teacher	9/24/2007	5/23/08	Academic Enrichment Opportunities	200
Conduct a minimum of one hands-on science activities weekly to improve science skills.	Administration, On-site Science Resource Teacher, Classroom Teacher	8/20/2007	6/05/08	Academic Enrichment Opportunities	0
Conduct a school-wide Science Fair in order for students to use the scientific method.	Administration, On-site Science Resource Teacher, Classroom Teacher	12/3/07	4/18/08	Other/ Not Applicable	0
Provide teachers with training on the new Scott Foresman Science Series through our lead science teacher.	Administration, Science Facilitator and Teachers	9/12/2007	5/21/08	Continuous Improvement Model	300

Research-Based Programs

Scott Foresman Science
 SECME Spectrum Lab
 Riverdeep Science Software

Professional Development

SECME Engineering Design Seminars
 SECME Mini-Conference
 Elementary Science Leadership Institute
 Effective Implementation of Inquiry Based Science Strategies

Evaluation



School Improvement Plan 2007-2008



Formative assessments will include but not be limited to teacher made tests, lab reports, quizzes, weekly science skills tests, and logs. The results of the formative assessments will be used to provide feedback to teachers and students and to modify and validate instruction. Summative assessments will include but not be limited to science theme tests and FCAT-Science Assessment. Summative assessments will be used to determine if students have mastered specific competencies and to identify areas that need additional attention. Assessments will be directed by classroom teachers, on-site science resource teacher, and curriculum support specialists. The objective will be evaluated by scores on the 2006-2007 administration of the FCAT-Science Assessment.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Barbara Hawkins Elementary School will build better relationships between home and school by involving parents in school activities.

Needs Assessment

The 2006-2007 parental involvement rosters indicate that 38 percent of the parents attended at least one in-service activity related to educational needs in order to help them acquire strategies that would assist their child/children. There continues to be a need for more parent involvement.

Measurable Objective

Given the school wide emphasis on parental and community participation, the school will demonstrate an eight percentage points increase in parental and community interaction as evidenced by comparing parental rosters for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of school volunteers.	Administration, Community Involvement Specialist, Counselor	8/20/07	5/29/08	Improve Public Perception	0
Address needs and concerns of parents through parental surveys.	Administration, Community Involvement Specialist	8/20/2007	5/30/2008	Improve Public Perception	0
Schedule teachers and staff to coordinate parent workshops throughout the year.	Administration, Classroom Teacher, Community Involvement Specialist	8/28/07	5/20/08	District-wide Literacy Plan	0
Utilize Community Involvement Specialist to visit homes, make telephone contacts with parents, pass out flyers and keep parents informed about school activities.	Administration, Classroom Teacher, Community Involvement Specialist	8/20/2007	6/05/2008	Improve Public Perception	1900
Identify a special place in the school building as a meeting and information center for parents.	Administration, Community Involvement Specialist	8/16/07	6/05/2005	Other/ Not Applicable	0
Invite parents and staff to "Coffee Talk" once a month to discuss schoolwide activities, attendance, upcoming events, and any other parent concerns.	Administration, Classroom Teacher, Community Involvement Specialist	9/06/2007	5/27/2008	District-wide Literacy Plan	200

Research-Based Programs

PTSA

Professional Development

Reading/Math/Science workshops
School volunteer workshops
Parent Academy

Evaluation

This objective will be evaluated comparing the 2006-2007 to the 2007-2008 school year parent rosters.

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 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 type="checkbox"/>

Discipline & Safety Statement

Barbara Hawkins School will create a safe and orderly environment by improving attendance.

Needs Assessment

Analysis of the 2006-2007 Principal's Report on Attendance for students at Barbara Hawkins Elementary School indicate attendance average of 95.47 percent. The data indicates a need for improvement of attendance. In addition, by increasing attendance, we expect our student achievement to rise.

Measurable Objective

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, students at Barbara Hawkins Elementary School will increase their attendance by 0.75 percentage points as evidenced by the Attendance Report for 2007-2008 School Year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct monthly character lessons.	Administration, Counselor, Classroom Teacher	8/20/2007	6/5/08	Diversity & Educational Equity	0
Visit to homes of students with three or more absences by Community Involvement Specialist.	Administration, Classroom Teacher, Community Involvement Specialist	8/20/2007	6/5/08	Truancy Prevention	10000
Recognize students with perfect attendance at awards assembly.	Administration, Classroom Teacher	8/20/04	6/05/08	Truancy Prevention	500
Telephone parents through CONNECT-ED to inform them of their child's absences.	Administration, Attendance Clerk, CONNECT-ED employee	8/20/07	6/05/08	Truancy Prevention	0
Participation in Attendance Review Committees to help enforce mandatory attendance.	Administration, Counselor	8/20/2007	6/5/08	Truancy Prevention	0
Utilize closed-circuit television for announcements of daily and weekly perfect attendance classrooms.	Administration, Classroom Teacher, Media Specialist	8/20/07	6/05/08	Truancy Prevention	0
Establish an attendance "lotto" for students with weekly perfect attendance.	Administration, Classroom Teacher	8/20/07	6/05/08	Truancy Prevention	300
Promote perfect attendance with a quarterly perfect attendance celebration.	Administration, Classroom Teacher	8/20/07	6/05/08	Truancy Prevention	400

Research-Based Programs

TIP (Truancy Intervention Program)

Professional Development

Truancy Intervention Program
University of Miami Walk Safe Program

Evaluation

This objective will be evaluated by a 0.75 percent increase as evidenced on the Miami-Dade County Public Schools Percentage of Attendance Report for the 2007-2008 School Year.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Barbara Hawkins Elementary School students will use technology to enhance their academic achievement.

Needs Assessment

Results of on-site analysis of 2006-2007 FCAT data for students in grades 3 to 5 indicates a weakness in the area of mathematics and reading, with a need for individualized remediation.

Measurable Objective

Given an emphasis on technology in education, 80% of students in grades 3 through 5 will demonstrate a .75 increase in academic gains as evidenced by the by Gains Reports provided by Success Maker.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide technology training for both staff and students using Success Maker.	Administration, Media Specialist	9/24/2007	6/05/08	District-wide Literacy Plan	300
Develop a Technology Plan with the Technolgy Committee, incorporating both short and long term plans to best meet the needs of our school.	Administration, Media Specialist, Classroom Teacher, Micro-systems Technician, On-site Mathematics Resource Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Conduct a Technology Needs Assessment Survey with teachers.	Administration, Media Specialist	8/20/07	06/05/08	Continuous Improvement Model	0
Identify areas of weaknesses with on-site mathematics teacher and provide instructional lessons using FCAT Explorer and Riverdeep software.	Administration, On-site Mathematics Resource Teacher, Media Specialist, Classroom Teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Incorporate technology into the curriculum by providing daily opportunities for students to use the computer as a tool for learning.	Administration, Media Specialist, Classroom Teacher	8/20/2007	6/05/08	Education Innovation	0
Provide students with time to complete their daily session of Success Maker.	Administration, Teacher	9/24/2007	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Riverdeep
FCAT Explorer
Accelerated Reader
Success Maker

Professional Development

Riverdeep
Edusoft Workshop
PMP Workshop
Success Maker

Evaluation

This objective will be evaluated by the Success Maker Gain Report at the end of the 2007-2008 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Barbara Hawkins Elementary School students will participate and improve their FITNESSGRAM results schoolwide.

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 50 percent of students in grade 4 and 5 were award winners. The results indicate a need for improvement in instruction based on the District's mandated FITNESSGRAM standards.

Measurable Objective

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades 4 and 5 will improve their skills as evidenced a 10 percentage points of students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Educate parents on the importance of good nutrition by providing information during Resource Fair and parent workshops.	Administration, P.E. Teacher	9/5/07	9/12/07	Student Wellness	0
Dedicate 30 minutes daily to fitness related activities on a daily basis.	Administration, P.E. Teacher	8/20/07	6/05/08	Student Wellness	0
Empower students with information concerning proper nutrition during classroom sessions.	Administration, P.E. Teacher, Classroom Teacher	8/20/07	6/5/08	Student Wellness	0
Monitor the physical education program to ensure appropriate activities are being implemented.	Administration, P.E. Teacher, Classroom Teacher	8/20/07	6/5/08	Student Wellness	0
Emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance during the first 30 minutes of each physical education class.	Administration, P.E. Teacher	8/20/07	6/5/08	Student Wellness	0

Research-Based Programs

Florida Department of Education FITNESSGRAM Program
TRUST Substance Education Curriculum

Professional Development

Steroid, Alcoholic, and Nutrition workshop
Parent workshops – Good nutrition
Career Day guest speaker (medical field)

Evaluation

This objective will be evaluated by the 2007-2008 administration of the FITNESSGRAM.

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

Electives & Special Areas Statement

Barbara Hawkins Elementary School will increase student activities in the Language and Fine Arts Program.

Needs Assessment

Based on school-site analysis of 2006-2007, nine students entered an art contest and 95 students attended a musical presentation. Based on this data, there is a need for more student participation in art contests and musical presentations.

Measurable Objective

Given the opportunity, the students will increase their involvement as evidenced by a six percentage point increase in participation of art contests and musical presentations.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enter the Dental Health Poster Contest.	Administration, Art Teacher	9/4/07	1/18/08	Other/ Not Applicable	100
Display student art in the school's main office.	Administration, Art Teacher	9/10/07	6/05/08	Academic Enrichment Opportunities	100
Submit art work for the Hispanic Heritage Exhibit at MDCPS, IT's All About Design Art at MIA Gallery Concourse E as well as other district approved exhibits.	Administration, Art Teacher	8/20/07	11/9/07	Academic Enrichment Opportunities	100
Accompany students on field trips to museums and/or art exhibits.	Administration, Art Teacher	9/24/07	6/05/08	Academic Enrichment Opportunities	50
Accompany students on field trips to music related programs.	Administration, Music Teacher	9/24/07	6/05/08	Academic Enrichment Opportunities	500
Invite guest performers to our school to present plays, operas, etc.	Administration, Music Teacher	12/12/2007	6/05/08	Academic Enrichment Opportunities	300
Present school-wide musical programs including a Holiday Program and a Black History program.	Administration, Art Teacher, Music Teacher	12/12/2007	5/30/2007	Academic Enrichment Opportunities	0
Conduct classes in Spanish teaching different form of poetry, and select poems for submission to the Dade County Youth Fair and Exposition.	Administration, World Language Department	9/24/07	2/15/08	Academic Enrichment Opportunities	100

Research-Based Programs

Adventures in Arts (state adopted)
SRA/Art Connections (state adopted)

Professional Development

The teachers in the Fine Arts Program will read articles and attend workshops related to their area of expertise.

Evaluation

The number of students who participated in art contests and musical presentations for the 2007-2008 school year will increase by six percentage points as compared to the number of students who participated during the 2006-2007 school year when comparing participation and attendance logs .

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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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

Barbara Hawkins Elementary School will rank above the tenth 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, Barbara Hawkins Elementary School ranked at the 8th percentile on the State of Florida's ROI Index.

Measurable Objective

Barbara Hawkins Elementary School will improve its ranking on the State of Florida ROI Index publication from the 8th percentile in 2004 to the 9th percentile on the next publication of the index.

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.	Administration, EESAC Chairperson	8/16/2007	6/5/08	District-wide Literacy Plan	0
Seek the assistance of business partner to provide financial information regarding return on investment.	Administration, EESAC Chairperson, Business Partner	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue shared use of facilities with aftercare programs, P.T.A., SES Providers and other community groups.	Administration, EESAC	8/20/07	6/05/08	District-wide Literacy Plan	0
Discuss and decide on the best use of resource allocations to meet needs of students.	Administration, EESAC	9/12/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin
 Harcourt Brace
 KAPOW
 Scott Foresman Science

Professional Development

Analyzing Data to Target Instruction Workshop
 Riverdeep-Curriculum Resource for Intensive Mathematics Workshop
 Science Teachers of Students with Cognitive Disabilities Workshop
 Hands-on Science Activities Workshop
 Financial Workshops
 Best Practices Workshop

Evaluation

On the next State of Florida ROI Index publication, Barbara Hawkins Elementary School will show progress toward reaching the tenth 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:

EESAC will review the school budget and the use of allocated funds. Throughout the year, the council will discuss monthly reports to determine if the funds are being used for the best return on performance.

Training:

EESAC will make recommendations for staff development and parent workshops. These workshops will be based on the needs of the staff and parents during the year.

Instructional Materials:

EESAC will review and make recommendations for the purchase of instructional materials. Grade level chairpersons have been asked to submit a list of needs at their grade levels. We will then review and make recommendations for the purchase of instructional materials. Some of the instructional needs might include hands-on materials and FCAT support materials.

Technology:

EESAC will determine the amount of funds to enhance technology programs. These funds will be determined after reviewing and balancing the needs in other areas funded by EESAC. We will then determine what we can purchase in technology that will provide the greatest return for our students .

Staffing:

EESAC will discuss and make recommendations for the use of discretionary dollars to hire staff for academic programs and hourly classroom paraprofessionals. These recommendations of additional staff and paraprofessionals will be determined from information gathered from administration and staff. EESAC will make a decision that would benefit the academic performance of the most students.

Student Support Services:

EESAC will discuss student support services and make recommendations for the use of school volunteers to assist students and teachers. The school volunteers will be processed and based on their areas of expertise placed in the proper positions.

Other Matters of Resource Allocation:

EESAC funds will be allocated to purchase reading materials for the media center and to apply for library media matching funds. This allocation will be determined by reviewing the media specialist's list of library needs.

Benchmarking:



School Improvement Plan

2007-2008



EESAC will assist with the implementation of strategies to accomplish the various objectives as well as the monitoring of student progress on benchmark and mid-year tests. During monthly EESAC meetings information will be shared by the principal to update the council on strategies being used and progress of students. In addition, we will have the strategies for each SIP Goal monitored quarterly and that up-date information reported to EESAC.

School Safety & Discipline:

EESAC will discuss and make recommendations to implement programs that impact the safety and discipline of our students. Security monitors will be asked to monitor the drop-off and faculty parking area so that students are not left unattended. In addition, students will have passes as they move through the building and their travels will be closely monitored by school staff and security monitors. There will be an area as visitors enter the school to sign-in and receive a pass. They will then be directed to the office.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	18000
Mathematics	105710
Writing	2800
Science	800
Parental Involvement	2100
Discipline & Safety	11200
Technology	300
Health & Physical Fitness	0
Electives & Special Areas	1250
Return On Investment	0
Total	142160



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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