

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Shadowlawn Elementary School (4961)

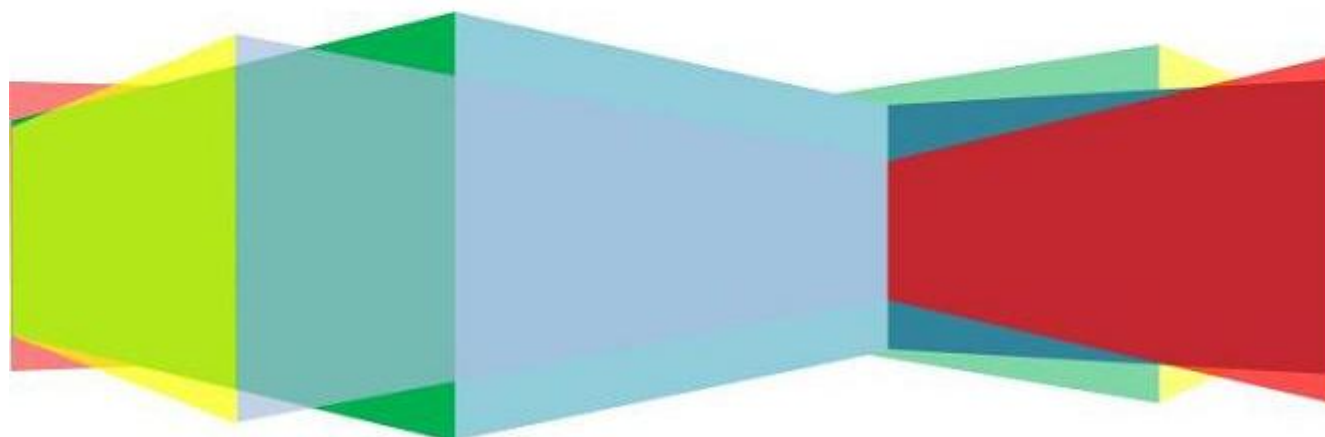
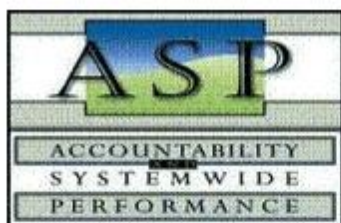
Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Gladys Gimenez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Shadowlawn Elementary School located at 149 NW 49 Street in the city of Miami was built in 1926 in one of the first suburbs of Miami. The population then, was predominantly White, middle class. Originally, Shadowlawn Elementary School was a two story "L"-shaped building housing 300-400 students in grades one through six. Shadowlawn Elementary School was integrated in 1963 when a few Black families moved into the neighborhood. The population increased to an extent that required portables and relocatables to accommodate almost 1,200 students. In 1974, sixth graders were moved to Miami Edison Middle. During this period, the student population continued to change from White, middle class to Hispanic immigrants. Presently, Shadowlawn Elementary School is a Title I PreKindergarten through fifth grade facility designated as a historical site and is located in what is considered a low socio-economic, predominantly Haitian American community within the Miami Edison High School feeder pattern. As of September 2007, 340 students are enrolled at Shadowlawn Elementary; of them, 84.3 percent are Black, 14.2 percent are Hispanic, 0.6 percent are White, and 0.9 percent are Other. Among students in grades three through five, 62 percent are identified as on-level in Reading (Levels 3, 4, and 5), while 38 percent are targeted as Level 1 or Level 2. In Math, 73 percent of students in grades three through five are identified as on-level, while 27 percent are targeted as Level 1 or Level 2. Of the entire school population, 161 are students enrolled in the E.S.O.L. program. Shadowlawn's faculty is comprised of 32 instructional employees, with a student-teacher ratio of 19:1, and an attendance rate of 98.4 percent. Due to the economic fluctuations of the families that are part of Shadowlawn Elementary School's community, the school has a mobility index of 40 that indicates the high level of student relocation. The decrease in student enrollment is mainly due to the upward mobility rate and the fluctuating financial status of families within the community. There is also competition from several nearby private and parochial schools, while talent and technology magnet programs frequently recruit the school's top students. In an effort to meet the challenges of decreasing enrollment, Shadowlawn Elementary School has established numerous extra-curricular and academic programs to enhance its regular curriculum, supported in part from grants by the GAP, Educational Fund, and the Children's Trust. As of the 2006 school year, Shadowlawn has been designated as a Visual/Performing Arts Center. This program is a collaborative effort between the school and One Art Inc. Students in grades Kindergarten through fifth grade are provided with at least four hours per week of visual and/or performing arts classes, such as music theory and appreciation, keyboarding, fine arts, dance, drama and theatre, and cultural literacy. Shadowlawn Elementary School is also part of the School Improvement Zone initiative which implements and monitors intervention and support strategies to address academic, personnel, physical plant and budgetary needs. The Parent Education Center is an integral part of the school's mission. The program helps parents understand how to appropriately facilitate their children's learning through regularly scheduled parenting workshops, literacy development coursework, workforce development skills and other identified training needs and services. The retention of new teachers is a priority for the school. The school is working with the District to provide mentoring and role model activities for new teachers. The principal has provided staff with professional development focusing on the utilization of professional learning communities. This process provides for extended dialogue and support to individual and small group assessments of school needs as related to the success of all the school's stakeholders.

Given instruction using the Sunshine State Standards, 65 percent of students in grades three through five will score a level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 75 percent of students in grades three through five will score a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 95 percent of students in grade four will score 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 40 percent reaching the state-required mastery level as evidenced by scores on the 2008 FCAT Science Test.

Given a schoolwide concentration on student achievement and parental involvement, 70 percent of Shadowlawn parents will attend parent informational meetings and/or participate at workshops, Coffee Chats, Parent Teacher PTA meetings, and school-sponsored activities.

Given intervention activities, there will be 25 percent less referrals related to anger management problems or bullying during the 2007-2008 school year among PreKindergarten through fifth grade students than there were during the 2006-2007 school year as reported by the Student Case Management System (SCMS) Report.

Given the need to increase the use of technology, students in grades 2-5 will utilize computer-assisted instructional programs 30 minutes per day for a weekly average of 150 minutes per week as measured by SuccessMaker and Reading Plus usage logs.

Given instruction using the Sunshine State Standards, 50 percent of students in grades four and five will attain gold or silver status on the administration of the 2008 FITNESSGRAM Test.

Given instruction using the Sunshine State Standards, 50 percent of students in Kindergarten through fifth grade will participate in the Visual/Performing Arts Program that incorporates music theory and appreciation, keyboarding, dance, drama, and theatre, and cultural literacy with performance opportunities.

Shadowlawn Elementary School will improve its ranking on the State of Florida ROI index report from the 31st percentile in 2004 to the 40th percentile on the next publication of the report.



School Improvement Plan 2007-2008



Based on the OPIS Survey completed in May 2007, Education Design (Process Management 4.2) and Performance Results (Business Results 4.2) are the two areas which need additional focus within the organization of this school. Staff will be strategically involved with self and organizational assessments utilizing the components of "action research" as part of regularly scheduled teacher/staff conversations. Opportunities to review, analyze, and make budgetary and financial recommendations through small group professional learning communities will continue to be included as part of this process. We must become experts in student learning and achievement. In order for this to happen we must know our product, study what is happening in our school, and use the action research process to improve what is happening to students and adults in this learning community.



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.

4961 - SHADOWLAWN ELEMENTARY SCHOOL

VISION

We at Shadowlawn Elementary School believe that all students will reach their highest potential through the integration of curriculum, high expectations, and family literacy. This belief is founded upon the fact that Shadowlawn Elementary School has created a positive, peaceful, and nurturing learning environment. This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents, and other community members.

MISSION

Shadowlawn Elementary School's mission is to provide a multi-faceted educational environment to all stakeholders through the delivery of data-driven curricula. Programs designed to develop family literacy, lifelong learning, and cultural sensitivity will enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency. The authentic involvement of all members of the School Advisory Council (SAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Plan (SIP). This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

CORE VALUES



School Improvement Plan 2007-2008



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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. We are committed to provide educational excellence for all.

School Demographics

Shadowlawn Elementary School is a PreKindergarten through fifth grade educational facility located at 149 NW 49 Street in Miami, Florida. Shadowlawn Elementary School is located in a low-socio-economic, predominantly Haitian American community. As of September 2007, 324 students are enrolled at Shadowlawn Elementary; of them, 84.3 percent are Black, 14.2 percent are Hispanic, 0.6 percent are White, and 0.9 percent are Other. Among students in grades three through five, 62 percent are identified as on-level in Reading (Levels 3, 4, and 5), while 38 percent are targeted as Level 1 or Level 2. In Math, 73 percent of students in grades three through five are identified as on-level, while 27 percent are targeted as Level 1 or Level 2. Of the entire school population, 161 are students enrolled in the E.S.O.L. program. Due to the economic fluctuations of the families that are part of the Shadowlawn Elementary School community, the school has a student mobility index of 40 that indicates the high level of student relocation. Presently, staff demographics include 31 percent White, 53 percent Black and 16 percent Hispanic. There are 6 males and 26 female instructors on staff. Professional certification include 29 percent of teachers with Master degrees and 10 percent with Specialist and/or Doctorate degrees. The average number of years taught is ten. Twenty percent of the staff are new teachers. Significant data including School Demographic and Academic Profile, Florida Comprehensive Achievement Test (FCAT) results, and Adequate Yearly Progress (AYP) report in compliance with the No Child Left Behind (NCLB) requirements were analyzed and evaluated in order to develop the goals set forth in the 2007-2008 School Improvement Plan (SIP).

School Foundation

Leadership:

As of May 2007, survey results indicate that the mission of the school is clearly communicated by the supervisor and shared among the members of the organization. The supervisor provides a work environment that facilitates job performance and encourages participation in activities/projects that will be made useful for career advancement. (OPIS Survey Score 4.4)

District Strategic Planning Alignment:

As of May 2007, survey results indicate that a more defined system for understanding how this organization's plan is aligned with the district's School Improvement Zone Initiative is needed. It is viewed that a process for the sharing of ideas between all organizational levels is needed. (OPIS Survey Score 4.2)

Stakeholder Engagement:

As of May 2007, survey results indicate that the needs of stakeholders are addressed and are viewed as very important and a major focus in all school efforts. (OPIS Survey Score 4.4)

Faculty & Staff:

As of May 2007, survey results indicate that there is a sense of unity among all staff members. They feel appreciated and receive encouragement and recognition for their work. (OPIS Survey Score 4.2)

Data/Information/Knowledge Management:

As of May 2007, survey results indicate that the faculty is confident and comfortable in accessing, analyzing, and utilizing data to drive instruction. (OPIS Survey Score 4.4)

Education Design:

As of May 2007, survey results indicate that there is a need to promote teacher efficacy and to implement a system that will allow for assessment of the effectiveness, efficiency, and quality of their process and product. (OPIS Survey Score 4.2)

Performance Results:

As of May 2007, survey results indicate that available resources are effectively used as evidenced by increased student achievement and stakeholder involvement. There is evidence that there is a need for additional professional development in the area of budget and finance. (OPIS Survey Score 4.2)

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

Shadowlawn Elementary School's third through fifth grade students will increase their performance on the 2008 FCAT Reading Test.

Needs Assessment

An analysis of 2007 FCAT results indicate that 62 percent of students in grades three through five are reading and/or performing at or above grade level. Students in grade three experience most difficulty with the Comparisons and Reference/Research content clusters. Students in grade four experience most difficulty in the Main Idea/Author's Purpose and Reference/Research content clusters. Students in grade five experience difficulty with the Words/Phrases and Main Idea/Author's Purpose content clusters. Therefore, performance demands additional intensive instruction in these areas of need in reading.

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, 65 percent of students in grades three through five will score a level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor CRISS strategies to support reading instruction.	Administrators, K-5 Teachers, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the implementation of the Houghton-Mifflin "Legacy of Literacy" Reading series as a core reading program which is in alignment with the Sunshine State Standards.	Administrators, Grade K-5 Reading and Language Arts Teachers, Bilingual Education Teachers, Media Specialist, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide computer-assisted instruction management and instructional support through use of the Reading Plus, SuccessMaker, Riverdeep, and FCAT Explorer Programs.	Administrators, K-5 Reading and Language Arts Teachers, Computer Specialist, and Bilingual Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	585
Implement motivational reading strategies in conjunction with the use of the Accelerated Reader Program for students in grades one through five.	Administrators, K-5 Reading and Language Arts Teachers, Reading Coaches, ESE Teachers, and Bilingual Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize the Continuous Improvement Model (CIM) to create benchmark assessments focused on Reading content clusters of low mastery.	Administrators, K-5 Teachers, Reading Coaches, Media Specialist, Parent Education Teacher, and Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	1500
Provide strategic instructional intervention through in-house tutoring for targeted students who do not demonstrate mastery of state standards as identified on district and school site test data.	Administrators, Reading Coaches, Intervention Tutors, and Curriculum Specialists	8/20/2007	6/11/2008	Other/ Not Applicable	6000
Initiate a Reading Book Club that will provide opportunities for high performing students to utilize their critical thinking skills.	Administrators, Media Specialist, Reading Coaches, and Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	700
Implement and monitor remedial intervention programs such as Early Success, Soar to Success, and Voyager, for below- and on-level students.	Administrators, K-5 Reading and Language Arts Teachers, Reading Coaches, ESE Teachers, and Bilingual Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor the Extended Day and Extended Year Program, using differentiated instruction.	Administrators, K-5 Teachers, Reading Coaches, Media Specialist, Parent Education Teacher, and Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	1000
Implement the Just Read Florida Initiative in conjunction with the students' reading progress to make informed decisions about their reading instruction.	Administrators, K-5 Teachers, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin (core reading program), Creating Independence through Student Owned Strategies (CRISS), SuccessMaker, Riverdeep, Voyager, Early Success, Soar to Success, and Reading Plus

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 the following: DIBELS, DAR, Student Performance Indicator (SPI), Voyager, Big Five, Sunshine State Standards, Question/Answer Relationships, Literature/Reading Deficiencies, K-5 Comprehensive Plan Assessment Guide, CRISS training, Becoming Effective Active Readers (BEAR) Project, Opening Worlds of Literacy (OWL) Project, Developing Reading and Writing (DRAW), Best Practices, CRISS (to facilitate professional development opportunities and resources through mentoring, modeling of lessons, and training designed to enhance the delivery of the reading instruction through the effective use of the Houghton Mifflin Reading Program), 8-Step Continuous Improvement Model, Reading Endorsement training, Edusoft training, and Professional Growth training.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Reading Test, school-developed bi-weekly assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, SuccessMaker reports, Accelerated Reader reports, Diagnostic Assessment of Reading (DAR) assessments, Reading Plus reports, District assessments, Florida Kindergarten Readiness Screener (FLKRS) assessments, the Peabody Picture Vocabulary Test (PPVT), the 2007 SAT 10 Reading Test, and Houghton Mifflin "Legacy of Literacy" assessments.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Shadowlawn Elementary School's third through fifth grade students will increase their performance on the 2008 FCAT Mathematics Test.

Needs Assessment

An analysis of 2007 FCAT results indicate that 73 percent of students in grades three through five are performing at or above grade level in Mathematics. Students in grade three experience most difficulty in the areas of Number Sense, Measurement, and Algebraic Thinking. Students in grade four experience most difficulty in the areas of Number Sense, Algebraic Thinking, and Data Analysis and Probability. Students in grades five have more difficulty in the areas of Measurement and Algebraic Thinking. Therefore, performance demands additional intensive instruction in these areas of need in Mathematics.

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, 75 percent of students in grades three through five will score a level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the District's suggested Mathematics Long-Range Plan(s) for 2007-2008 school year in grades Kindergarten through five.	Administrators and K-5 Mathematics Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Identify students scoring below state mastery level on the 2007 FCAT Mathematics Test and use disaggregated data to work collaboratively with classroom teachers to develop instructional strategies that will facilitate the remediation of grade level expectations.	Administrators and K-5 Mathematics Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Analyze results from site-created bi-weekly formative assessments and district-devised quarterly summative assessments and utilize the data to develop prescriptive instructional program strategies for low performing students.	Administrators and Grades 1-5 Mathematics Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement daily practice mathematics drills to engage students in the memorization and mastery of basic facts.	Administrators, K-5 Mathematics Teachers, and ESE Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor CRISS strategies to support mathematics instruction.	Administrators and K-5 Mathematics Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor tutorial sessions for targeted students and monitor progress using school developed bi-weekly assessments.	Administrators and K-5 Mathematics Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	6000
Increase instructional math time through the implementation of the Extended Day and Extended Year Program.	Administrators and K-5 Mathematics Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	1055

Research-Based Programs

Scott Foresman (core mathematics program), SuccessMaker, Riverdeep, CReating Independence through Student Owned Strategies (CRISS)

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 using manipulatives to teach hands-on mathematics, Algebraic Thinking, Problem Solving, CRISS, Test Taking Skills, and the 8-Step Continuous Improvement Model.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Mathematics Test, school-developed bi-weekly assessments, FCAT Explorer reports, Riverdeep reports, SuccessMaker reports, Teacher grades, and District assessments.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Writing Statement

Shadowlawn Elementary School's fourth grade students will increase their performance on the 2008 FCAT Writing Plus Test.

Needs Assessment

An analysis of 2007 FCAT results indicate that 93 percent of fourth grade students scored a level 3.5 or above on the FCAT Writing Plus Test; of those students 84 and 96 percent scored at a level 3.5 or higher for expository and narrative writing respectively.

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, 95 percent of students in grade four will score 3.5 or higher on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish a Direct Instruction Writing Laboratory for third and fourth grade students to improve their writing, grammar, and vocabulary skills.	Administrators, Third and Fourth grade Reading and Language Arts Teachers, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Establish a writing team to analyze and provide accurate feedback of student writing.	Administrators and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer and assess monthly writing prompts to direct the writing skill development of students in Kindergarten through fifth grade.	Administrators, Grade 4 Writing Teacher, K-5 Teachers, ESE Teachers, and Bilingual Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide professional development opportunities and resources through mentoring, modeling of lessons, and training focused on promoting effective writing practices and rubric scoring.	Administrators, Grade 4 Writing Teacher, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize Writing Across the Curriculum strategies in Kindergarten through fifth grade.	Administrators, K-5 Teachers, and Bilingual Education Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize the media center as a technology-based publishing center.	Administrators, Media Specialist, Reading Coaches, and Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Identify students not meeting the state writing requirements, as identified by school and district assessment results, and provide tutorial services and monthly assessments to assist the enhancement of writing skills.	Administrators, Grade 4 Reading and Language Arts Teacher, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Increase instructional time and student performance in writing through the implementation and monitoring of the Extended Year Program.	Administrators, Fourth Grade Reading and Language Arts Teacher, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	0
Continue with the "Dream Team," a week-long, intensive, holistic, and sequenced after-school student workshop of the writing process for fourth grade students prior to testing.	Administrators, Fourth Grade Reading and Language Arts Teacher, and Reading Coaches	8/20/2007	6/11/2008	Other/ Not Applicable	500
Utilize CRISS strategies at all grade levels to enhance expository writing skills.	Administrators and Pre-K through fifth grade Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reader/Writer Workshop, Creating Independence through Student Owned Strategies (CRISS)

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 the following: the writing process, rubric scoring, best practices, CRISS (to facilitate professional development opportunities and resources through mentoring, modeling of lessons, and training designed to enhance the delivery of the reading instruction through the effective use of penmanship), and the 8-Step Continuous Improvement Model

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Writing Plus Test, monthly writing assessments, and school-developed bi-weekly/quarterly assessments.

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 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"/>

Science Statement

Shadowlawn Elementary School's fifth grade students will increase their performance skills on the 2008 FCAT Science Test.

Needs Assessment

The results of the 2007 Science Test reflect that 21 percent of fifth grade students met high standards. Therefore, fifth grade students need improvement in the areas of Physical and Chemical Science, Earth and Space Science, Life and Environmental Science, and Scientific Thinking as evidenced by average mastery scores of 42, 40, 50, and 42 percent respectively. This year's concerted instructional effort in these areas should result in an increase of student achievement in the 2008 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 40 percent reaching the state-required mastery level as evidenced by scores on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a common planning period to provide opportunities for teachers to infuse science concepts across the curriculum.	Administrators	08/20/2007	06/11/2008	Other/ Not Applicable	0
Use the Sunshine State Standards to drive cross-curricular smallgroup Extended Day instructional sessions.	Administrators, SECME Coordinator, Grade 4-5 Science Teachers, and Science Facilitator	08/20/2007	06/11/2008	Other/ Not Applicable	0
Use classroom and Science Lab experiments to expose students to the scientific method by providing them with a myriad of activities, which will culminate as part of a schoolwide science fair.	Administrators, K-5 Science Teachers, and Science Lab Teacher/Science Facilitator	08/20/2007	06/11/2008	Other/ Not Applicable	0
Provide professional development opportunities through mentoring, modeling of lessons, and training for teachers focusing on the Science "E's" (Engagement, Exploration, Elaboration, and Evaluation). Provide hands-on/minds-on experiences to students utilizing existing resources.	Administrators, K-5 Science Teachers, and Science Lab Teacher/Science Facilitator	08/20/2007	06/11/2008	Other/ Not Applicable	1000
Use our new Science Lab to provide students with hands-on/minds-on activities in Science and to model lessons for teachers that focus on the Science "E's" (Engagement, Exploration, Elaboration, and Evaluation).	Administrators, K-5 Science Teachers, and Science Lab Teacher/Science Facilitator	08/20/2007	06/11/2008	Other/ Not Applicable	0
Use Scott-Foresman curriculum and materials to provide hands-on/minds-on experiences in science classrooms on a bi-weekly basis.	Administrators, K-5 Science Teachers, Science Facilitator	08/20/07	06/11/08	Other/ Not Applicable	0
Administer monthly assessments to all students in grades four and five in order to drive the instructional focus and monitor student achievement toward the mastery of all state standards in Science.	Administrators, Grade 4-5 Teachers, and Science Lab Teacher/Science Facilitator	08/20/2007	06/11/2008	Other/ Not Applicable	0
Implement and monitor the Science, Engineering, Communication, Mathematics Enhancement (SECME) Program in grades three through five utilizing existing resources and technology.	Administrators, SECME Coordinator, Grade 3-5 Science Teachers, and Science Facilitator	08/20/2007	06/11/2008	Other/ Not Applicable	500

Research-Based Programs

Scott Foresman Science, Full Option Science System (FOSS), Creating Independence through Student Owned Strategies (CRISS), and Spectrum Lab Missions

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff in the newly adopted Scott Foresman Series, the schoolwide SECME Program, the 8-Step Continuous Improvement Model, and CRISS.

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Science Test, School Improvement Zone pre/post tests, and School Improvement Zone monthly assessments.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Increase parental involvement of all students with a major focus on the parents of students in the lowest quartile.

Needs Assessment

An analysis of 2006-2007 Title I parent attendance logs indicate that 65 percent of the parents at Shadowlawn Elementary School participated in school-sponsored events and activities. This number included parents of students in the lowest quartile. Continued use of home visits, meetings, and workshops for targeted parents, as well as Parent Academy workshops and events will take place on a scheduled basis.

Measurable Objective

Given a schoolwide concentration on student achievement and parental involvement, 70 percent of Shadowlawn parents will attend parent informational meetings and/or participate at workshops, Coffee Chats, Parent Teacher PTA meetings, and school-sponsored activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enhance parents' knowledge of available community resources regarding nutrition and health care, personal finances, substance abuse, Human Immunodeficiency Virus (HIV), civil rights and responsibilities, Immigration Law, and various other government agencies.	Administrators, Counselor, and Community Resource Personnel	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use Parent Academy and community resources, nursing professionals from Miami Dade Junior College, Kombit members from the Haitian Community, and Bilingual Parent Outreach Program (BPOP) personnel to provide workshops and inservices for parents.	Administrators, Miami-Dade Community School Staff, and Community Resource Personnel	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor daily parent ESOL classes held Monday through Thursday mornings.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	8000
Maintain parent - school communication through the use of student progress reports, flyers, report cards, newsletters, parent - teacher conferences, homevisits, and parent planned activities.	Administrators and K-5 Teachers,	8/20/2007	6/11/2008	Other/ Not Applicable	2000
Utilize a full-time Community Involvement Specialist to make home visits to recruit and increase parent participation at informational meetings, PTA, and school-sponsored activities.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	17000
Continue to maintain an incentive program utilizing prizes and a parent store to reward parents for attending and volunteering at school-sponsored events.	Administrators and Dade Partners	8/20/2007	6/11/2008	Other/ Not Applicable	0
Enhance parenting and literacy skills of Shadowlawn parents with instructional workshops, Coffee Chats, and the Parent Academy Bilingual Parent Outreach Program (BPOP) workshops, activities, and events provided through the Parent Resource Center.	Parent Involvement Specialist and Media Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	1000

Research-Based Programs

SuccessMaker and National Standards of Parental and Family Involvement programs by the National Parent Teacher Student Association

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 for Volunteer Orientation (instructional staff only), Professional Learning Communities, Technology for Teachers, Guided Reading for Beginners, and ESOL Endorsement: Methods of Teaching ESOL.

Evaluation

This objective will be evaluated by the results of 2007-2008 Title I parent attendance logs in conjunction with rosters for parent workshops, Open House, PTA meetings, home visits, and Parent-Teacher Conferences.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Shadowlawn Elementary School's PreKindergarten through fifth grade students will reduce the number of referrals related to anger management and bullying.

Needs Assessment

An analysis of the 2006-2007 Student Case Management System (SCMS) Report indicates that there were 9 student referrals related to anger management problems or bullying.

Measurable Objective

Given intervention activities, there will be 25 percent less referrals related to anger management problems or bullying during the 2007-2008 school year among PreKindergarten through fifth grade students than there were during the 2006-2007 school year as reported by the Student Case Management System (SCMS) Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development in classroom management and pedestrian safety.	Administrators and representatives of the WalkSafe program	8/20/2007	6/11/2008	Other/ Not Applicable	0
Invite MDCPS school police to address students' negative behaviors at informational meetings.	Administrators	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide an intervention plan for the school guidance counselor to support strategies for selected at-risk students.	Administrators and Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor a program of anger management/bullying workshops for students and parents, presented by the nursing staff at Miami-Dade Junior College campus.	Administrators, Parent Education Teacher, Counselor, Classroom Teachers, and nursing staff from Health Connect	8/20/2007	6/11/2008	Other/ Not Applicable	0
Continue the implementation of articulation and transition activities for students entering and exiting the school.	Administrators and Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Participate in the 5000 Role Models Program.	Administrators and 5000 Role Models Liaison	9/4/2007	6/11/2008	Other/ Not Applicable	200
Infuse, implement, and monitor Character Education at all grade levels across all curriculum areas.	Administrators, Counselor, and Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the WalkSafe Program	Administrators, Counselor, and representatives of the WalkSafe program	10/1/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Harry Wong "Assertive Discipline Program", MDCPS TRUST: Substance Education Curriculum, Proudly Infusing Non-Violence, MDCPS Character Education Division of Social Studies, The Child Assault Prevention (CAP) Project of South Florida, and Bully Proofing Your School: A Comprehensive Approach for Elementary School (Carla Garrity, Ph. D; Kathryn Jens Ph. D; William Porter Ph. D)

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 for schoolsite inservice, district, and WalkSafe program training.

Evaluation

This objective will be evaluated by the results of the 2007-2008 Student Case Management System (SCMS) 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 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

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

Technology Statement

Shadowlawn Elementary School's kindergarten through fifth grade students will increase their time spent with computer applications and other technology in order to improve overall performance on Sunshine State Standards.

Needs Assessment

An inhouse survey of the use of computer-assisted instruction reveals that students in grades 2-5 used computer-assisted instruction 140 minutes per week during the 2006-2007 school year.

Measurable Objective

Given the need to increase the use of technology, students in grades 2-5 will utilize computer-assisted instructional programs 30 minutes per day for a weekly average of 150 minutes per week as measured by SuccessMaker and Reading Plus usage logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor students' progress to determine strengths and areas of intervention through consistent monitoring of 2007-2008 monthly diagnostic AR reports, school-wide AR summary reports, SuccessMaker reports, Reading Plus reports, RiverDeep reports, and FCAT Explorer reports	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide a minimum of 150 minutes per week of computer-assisted instruction for all students in grades two through five.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Increase instructional time using computers through the implementation and monitoring of the Extended Day and Extended Year Program.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer and assess STAR Reading reports to determine the reading level of each student for small group interventions, leveling reading groups, and determining appropriate levels for instructional software.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	500
Provide a monthly "Smarty Party," as an incentive for those students achieving Accelerated Reader and/or SuccessMaker goals.	Administrators, Media Specialist, Classroom Teachers, and Computer Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	300
Monitor the support provided by the Computer Specialist to maintain a computer lab and the school's computer network as well as assist teachers in the delivery of computer-assisted instruction.	Administrators and Computer Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	40000

Research-Based Programs

SuccessMaker, Reading Plus, RiverDeep, Accelerated Reader, and FCAT Explorer

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 for various inhouse services, district-supported professional development in addition to SuccessMaker and Reading Plus training.

Evaluation

This objective will be evaluated by the consistent monitoring of 2007-2008 monthly "time on task" school-generated summary reports for SuccessMaker and Reading Plus.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Shadowlawn Elementary School's fourth and fifth grade students will increase their performance on the administration of the 2008 FITNESSGRAM Test.

Needs Assessment

An analysis of student performance on the 2006-2007 FITNESSGRAM Test indicates that 19.5 percent of students in grades four and five earned gold or silver status.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grades four and five will attain gold or silver status on the administration of the 2008 FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and monitor monthly assessments of all students in grades three through five to measure progress of skills.	Administrators, Physical Fitness Instructor, and Fourth and Fifth Grade Teachers	08/20/2007	6/11/2008	Other/ Not Applicable	0
Use CRISS strategies to incorporate physical fitness activities across the curriculum and through home learning.	Administrators, Physical Fitness Instructor, and K-5 Classroom Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Use the Sunshine State Standards to implement various physical fitness activities through team sports, cardiovascular endurance, muscular strength, gymnastics, and rhythm.	Administrators and Physical Fitness Instructor	08/20/2007	6/11/2008	Other/ Not Applicable	0
Provide professional development opportunities through various workshops for teachers focusing on a comprehensive fitness program for school-aged children and youth.	Administrators, Physical Fitness Instructor, and Fourth and Fifth Grade Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

CRISS, The Cooper Institute for Aerobics Research, and FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to the Physical Education Teacher and other appropriate staff during the extended professional development day for Elementary Physical Education Workshops.

Evaluation

This objective will be evaluated by the results of monthly assessments and the 2008 FITNESSGRAM Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Shadowlawn Elementary School's Kindergarten through fifth grade students will increase participation in the Visual/Performing Arts Program during the 2007-2008 school year.

Needs Assessment

During the 2006-2007 school year 37% of the students participated in visual or performing arts enrichment activities outside of regularly scheduled specials. In order to increase participation in such activities, enrichment programs focused on the performing arts should be integrated within the core curriculum and Extended Day program.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in Kindergarten through fifth grade will participate in the Visual/Performing Arts Program that incorporates music theory and appreciation, keyboarding, dance, drama, and theatre, and cultural literacy with performance opportunities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and showcase at least one theme based music project at each grade level utilizing CRISS strategies.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art personnel	8/23/2007	6/11/2008	Other/ Not Applicable	500
Provide the opportunity for second through fifth grade students to participate in an Extended Day program that incorporates music theory and appreciation, keyboarding, dance, drama and theatre, and culutral literacy with performance opportunities.	Administrators, Music Teacher, Classroom Teachers, Children's Trust, and One Art personnel	8/23/2007	6/11/2008	Other/ Not Applicable	0
Participate in the Children's Trust "Out of School" program which co-partners with the One Art "Kids Off Streets" program to improve literacy and academic performance through performing arts.	Administrators, Music Teacher, Art Teacher, Classroom Teachers, Children's Trust, and One Art personnel	8/23/2007	6/11/2008	Other/ Not Applicable	0
Develop visual and performing arts activities that include Limited English Proficient students and African Americans directed toward the improvement of pride in their cultural heritage.	Administrators, Music Teacher, Art Teacher, Classroom Teachers, Children's Trust, and One Art personnel	8/23/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Macmillan (core music program)

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 for district inservice training, school site workshops, Dance Improvisations, Dance Initiatives, Introduction to String Teaching Techniques, Marching Band Repertoire, Music Technology 1 and 2, and Watercolor Professional Development for Art Teachers.

Evaluation

This objective will be evaluated by the participation of students in grades one through five in the Extended Day Visual and Performing Arts Program as evidenced by class rosters and daily 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

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

Return On Investment Statement

Shadowlawn Elementary School will improve student performance by developing cost effective programs that produce a high return on investment and high learning gains.

Needs Assessment

The most recent data provided from the FLDOE indicate that in 2004 Shadowlawn Elementary School ranked at the 31st percentile on the State of Florida ROI (Return on Investment) index.

Measurable Objective

Shadowlawn Elementary School will improve its ranking on the State of Florida ROI index report from the 31st percentile in 2004 to the 40th percentile on the next publication of the report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Other/ Not Applicable	0
Acquire information about the use of financial resources in relation to school programs.	Administrators, EESAC, Classroom Teachers	08/07/2006	05/30/2007	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

The Principal will be provided with district budget and finance inservice training as well as Return On Investment training.

Evaluation

This objective will be evaluated by the 2007-2008 Florida Department of Education Annual Report Card's Return on Investment (ROI) index report.

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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 that funds from the Title I school budget be used towards the purchase of a new school marquis as well as attendance incentives for teachers and students.

Training:

The EESAC recommended staff training in areas that needed to be addressed, including safety and discipline and technology-based professional development, as well as that required for Shadowlawn's Professional Learning Communities.

Instructional Materials:

The EESAC recommended support to purchase research-based supplemental reading and math resource materials.

Technology:

The EESAC recommended working collaboratively with the administration to develop a technology plan that promotes upgrading and maintenance of schoolwide computers and software as well as the infrastructure that supports them.

Staffing:

The EESAC recommended the continuation of the Title I full-time computer specialist.

Student Support Services:

The EESAC recommended the use of outside resources, the PTA, and Child Study Team (CST) members to deliver services to the students and their families.

Other Matters of Resource Allocation:

The EESAC recommended and assisted in the development of an implementation plan for the expenditure of any available funds that could be used to facilitate student achievement.

Benchmarking:

The EESAC recommended the continuation of parent training sessions to provide information to stakeholders on benchmarking, grade level expectations, and test taking skills.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommended the continuation of a discipline committee.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	9785
Mathematics	7055
Writing	500
Science	1500
Parental Involvement	28000
Discipline & Safety	200
Technology	40800
Health & Physical Fitness	0
Electives & Special Areas	500
Return On Investment	0
Total	88340



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