SCHOOL IMPROVEMENT PLAN
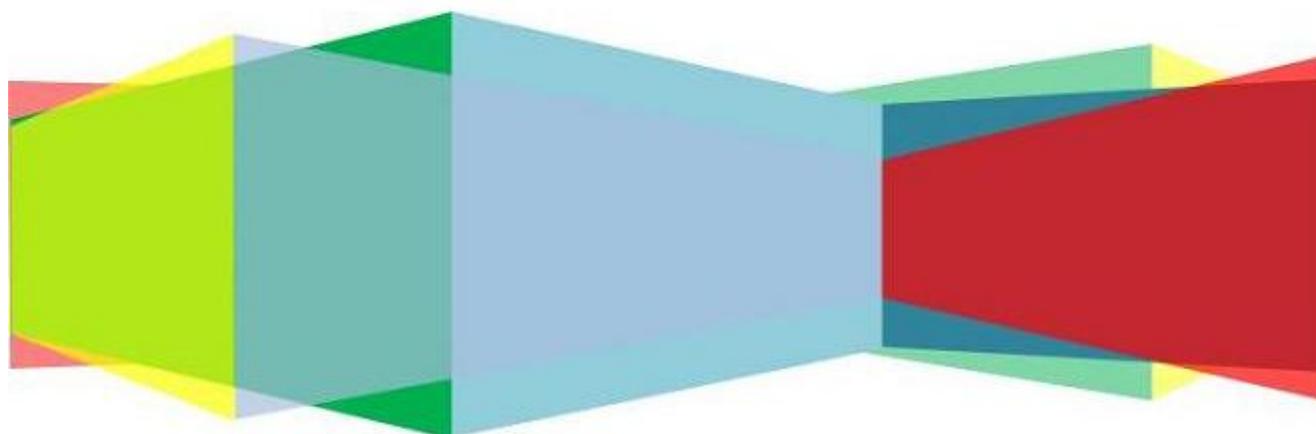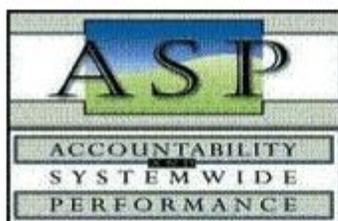## 2007 - 2008

Shenandoah Elementary School (5001)

Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Martha Rodriguez

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

Shenandoah Elementary School was originally established in 1926 and has a school population of 960 pre-kindergarten through fifth grade students for the 2007-2008 school year. The school is in the Miami Senior High feeder pattern and is a dynamic example of a diverse cultural and economic population. The composition of the student population is the following: 97% Hispanic, 2% White, 1% African-American, and 1% Multi-racial. Forty-one percent of our students are English Language Learners(ELL) which consists of 88 Level 1 students, 58 Level 2 students, 64 Level 3 students, and 134 Level 4 students. Furthermore, 10% of our students are enrolled in the Exceptional Special Education (SPED) Program which consists of 1 Educable Mentally Handicapped student, 15 Speech Impaired students, 3 Language Impaired students, 42 Specific Learning Disabled students, 29 Gifted students, and 6 Other Health Impaired students. In addition, the school offers an Extended Foreign Language (EFL) program and Teaching Enrichment Activities to Minority Students (TEAM). Over 92.6% of the students qualify for free or reduced priced meals. Additionally, Shenandoah Elementary School has an absentee rate of 10% with a mobility index of 30. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profile, Stanford Achievement Test (SAT-9) Reports, School Climate Survey, Florida Comprehensive Assessment Test (FCAT) results, Adequate Yearly Progress (AYP) Report in compliance with the No Child Left Behind (NCLB) Act requirements, and School Improvement Plan (SIP) data from 2006-2007, Shenandoah Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the prioritized relevant objectives for the 2007-2008 school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the administration of the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 62% of students obtaining Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62% of the Hispanic student subgroup will obtain Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62% of the English Language Learners student subgroup will obtain Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62% of the Economically Disadvantaged student subgroup will obtain Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or improve scores as evidenced by 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test.

Given instructions based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 48% of students scoring an Achievement Level 3 or higher on the administration of the 2008 Science FCAT Test.

Given the need to establish a home-school connection, parental involvement continues to be part of the school's mission. The school will continue to offer Parent Academy courses and promote enrollment in courses offered off-campus in order to increase the number of parents attending Parent Academy courses to 5% as affirmed by a signed activity roster.

Given the need to improve student attendance and keep students safe, attendance in grades Kindergarten through five will increase by half a percentage point as compared to the 2006-2007 school year.

Given the National Education Technology Standards (NETS), 10% of teachers in grades kindergarten through five will maintain active webpages to promote academic interest and enrichment.

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at the Gold and Silver Physical Fitness Levels will increase by 2 percentage points as evidenced by the results of the 2008 FITNESSGRAM.

Given the need to develop music appreciation and provide opportunities to exhibit students' acquired skills, the number of students in grades three through five participating in the annual Music Appreciation Program will increase by five percentage points.

Given the need to increase the return on investment, Shenandoah Elementary School will improve its ranking on the State of Florida Florida Return On Investment (ROI) index publication from the 46th percentile in 2004-2005 to the 47th percentile or higher on the next publication of the(ROI)index.

In an attempt to foster the most productive environment for our students, Shenandoah Elementary School will strive to work collaboratively in planning for the future of our students and staff. After careful analysis, the 2007 Spring Organizational Performance Improvement Snapshot (OPIS) survey results indicate we would benefit from improving in the categorical areas of Business Results and Strategic Planning. For this reason, more opportunities will be provided for staff to gain a greater understanding of available resources and funding. Faculty and staff will also have a increased participation in contributing to the determination of appropriate strategies to increase student achievement based on analysis and disaggregation of data.

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.

5001 - SHENANDOAH ELEMENTARY SCHOOL

VISION

Shenandoah Elementary School strives to build committed relationships in which staff, students, parents, and the community at large participate in guiding our students to achieve their maximum potential and to become responsible, respectful, literate, and productive members of society who will appreciate their past, enrich their present, and embrace their future.

MISSION

MISSION
To accomplish our vision, the staff, parents, and community of Shenandoah Elementary School endeavor to facilitate the established curriculum to ensure a solid foundation and knowledge across all grade levels in each of the disciplines: reading, writing, mathematics, science, social studies and the fine arts, as together we strive to: build a community of literate readers, develop lifelong effective writers, produce real world problem solvers, encourage learners in scientific inquiry, expand students' knowledge base of history, culture, geography, and government, incorporate the fine arts to promote cultural appreciation, utilize technology to facilitate knowledge acquisition, and implement authentic assessments to establish a comprehensive and continuous evaluation of student performance and appropriate instructional strategies.

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.

School Demograhics

Shenandoah Elementary School is located at 1023 SW 21st Avenue on 4.11 acres in an area known as "Little Havana". The school was established in 1926. We are at 115% utilization. Shenandoah Elementary School has a school population of 960 pre-kindergarten through fifth grade students for the 2007-2008 school year. The composition of the student population is as follows: 97% Hispanic, 2% White, 1% African American, and 1% Multi-racial. Forty-two percent of our students are English Language Learners (ELL), which consists of 88 Level 1 students, 58 Level 2 students, 64 Level 3 students, and 134 Level 4 students. Furthermore, 10% of our students are enrolled in the Special Education (SPED) Program which consists of 1 Educable Mentally Handicapped student, 15 Speech Impaired students, 3 Language Impaired students, 2 Emotionally Handicapped, 42 Specific Learning Disabled students, 29 Gifted students, and 6 Other Health Impaired students. Over 92.6% of the students qualify for free or reduced priced meals. Additionally, Shenandoah Elementary School has an absentee rate of 10 percent with a mobility index of 29. In 2007, as a result of NCLB subgroups that did not meet Adequate Yearly Progress (AYP), the school participated in the Title I Supplemental Educational Services (SES) program, with over 300 students receiving before and after school tutoring from state approved providers.

Shenandoah Elementary School employs 96 full-time staff members and 31 part-time staff members. The breakdown of full-time staff is as follows: 2 Administrators, 2 Guidance Counselors, 1 Media Specialist, 2 Reading Coaches, 7 paraprofessionals, 3 clerical, 6 custodial, and 71 teachers. Of the 71 teachers, 4 are SPED teachers, 16 are special area teachers,and 49 are classroom teachers, 2 of whom are National Board Certified, 2.8% are new to the school, and 30 hold advanced degrees. The breakdown of the part-time staff is as follows: 3 clerical, 11 cafeteria workers, 2 paraprofessionals, and 5 hourly security monitors. The ethnic breakdown of the staff is as follows: 71% Hispanic, 19% Black, and 10% White.

Shenandoah Elementary School implements the inclusion model for SPED students in grades three through five. The school also offers an Extended Foreign Language (EFL) program for bilingual education in kindergarten through fifth grade. In addition, Shenandoah Elementary School provides an enrichment program for its students through the Academic Excellence Program (AEP) in the areas of chess and art. The school also has a Content Model Gifted Program for grades one through five.

In 2007-2008, the average class size in pre-kindergarten through grade 3 is 18, while the average class size in grades 4-5 is 21. The school is a member of the Miami Senior High School feeder pattern with the majority of its students transitioning to Shenandoah Middle School in grades 6-8.

School Foundation

Leadership:

According to the 2007 Spring Organizational Performance Improvement Snapshot (OPIS), in the area of Leadership, our strongest area was item 1a (4.4), communicating the organization's mission to the faculty and staff. Our weakest area was item 1g (3.8), seeking input from the faculty and staff.

District Strategic Planning Alignment:

According to the 2007 Spring Organizational Performance Improvement Snapshot (OPIS), in the area of District Strategic Planning Alignment, our strongest areas were item 2b (4.0), the staff possesses knowledge of the school's goals, and 2c (4.0), the staff possesses knowledge on the progress being made towards attaining the school's goals. Our weakest area was item 2a (3.7), seeking input from faculty and staff when making plans for the future of our organization.

Stakeholder Engagement:

According to the 2007 Spring Organizational Performance Improvement Snapshot (OPIS), in the area of Stakeholder Engagement, our strongest item was 3a (4.6), knowing who are most important stakeholders are. Our weakest area was item 3e (4.1); the staff does not feel they can make decisions to solve problems for our stakeholders.

Faculty & Staff:

According to the 2007 Spring Organizational Performance Improvement Snapshot (OPIS), in the area of Faculty and Staff, our strongest area was item 5a (4.2), staff's ability to make changes to improve work. Items 5b, 5c, 5d, 5e,and 5f were slightly weaker, all with a mean score of 4.1. These areas addressed the ability of staff to work as a team, recognition of a safe workplace environment, recognition for individual work and the individual staff member, and supervisor's encouragement to develop job skills.

Data/Information/Knowledge Management:

According to the 2007 Spring Organizational Performance Improvement Snapshot (OPIS), in the area of Data Information/Knowledge Management, our strongest areas were items 4a and 4b (4.6), measuring and analyzing the quality of work. The weakest area was item 4f (4.0), obtaining the necessary information on the performance of the organization.

Education Design:

According to the 2007 Spring Organizational Performance Improvement Snapshot (OPIS), in the area of Education Design, our strongest areas were items 6b and 6d (4.2), collecting data about the individual's work and control over work processes. The weakest area was item 6a (3.9), access to the resources available to complete job-related responsibilities.

Performance Results:

According to the 2007 Spring Organizational Performance Improvement Snapshot (OPIS), in the area of Performance Results, our strongest area was items 7b (4.5), individual work product meets all requirements for high quality and excellence. The weakest area was item 7c (3.4), lack of financial knowledge regarding our working environment.

Schools Graded 'C' or Below

Professional Development:

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

Disaggregated Data :

The school faculty participates in on-going school-wide data analysis meetings to review and analyze results of the Florida Comprehensive Assessment Test (FCAT), District Interim Assessments, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). As part of the school improvement model, the 8-Step Florida Continuous Improvement Model (FCIM) is also utilized during weekly grade level meetings to discuss data results from in-house benchmark assessments to determine student needs and instructional strategies.

Informal and Formal Assessments:

To measure student progress, several different state and district mandated assessments, as well as school generated assessments are utilized. The formal assessments used are: FCAT Assessment, Florida Kindergarten Reading Readiness Screening (FLKRS), District Interim Assessments in Reading, Math, and Science, Dynamic Indicators of Basic Literacy Skills (DIBELS).

Informal assessments include, but are not limited to, on-going classroom assessments,pre-/mid-year Science tests, and pre-/mid-year Mathematics tests.

Alternative Instructional Delivery Methods :

The instructional staff at Shenandoah Elementary School incorporates a wide-range of instructional delivery methods including: individual teacher instruction, small group instruction, peer tutoring, cooperative learning groups, and hands-on, inquiry-based instructional activities

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
☑	☑	☑	☑	☐	☑

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.
☑	☑	☑	☐	☑

Reading Statement

Reading

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test (FCAT) Reading scores indicate that 59% of students in grades three through five scored at Achievement Level 3 or higher. Subtest results indicate that 44% of students in grade three, 51% of students in grade four, and 61% of students in grade five scored at or above FCAT Achievement Level 3. Our analysis of student performance on the 2007 FCAT Reading subtest data indicated that the weakest content cluster for third grade was Reference and Research (50%). The strongest content cluster was Words/Phrases (56%). Fourth grade demonstrated that the weakest content cluster was Words and Phrases (40%). The strongest content cluster was Main Idea/Purpose (56%). Fifth grade demonstrated that the weakest content cluster was Reference and Research (50%). The strongest content cluster was Comparisons (67%).

In grades three through five, 62% of the students demonstrated learning gains in reading. However, when compared to the 2006 FCAT scores, the overall percent of students who were proficient in reading did not increase. All student subgroups met the Adequate Yearly Progress (AYP) reading target with the exception of English Language Learners (ELL) subgroup, where only 39% met AYP target. A total of 61% of students in the lowest 25% subgroup made learning gains.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☐	☐	☐	☐	☐	☐	☐	☑	☐

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 62% scoring at FCAT Achievement Level 3 or higher on the administration of the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) in grades three through five will improve their reading skills as evidenced by 58% scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the 8-Step Florida Continuous Improvement Model (FCIM) to impact student achievement.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Provide research-based professional development opportunities to staff utilizing current resources, mentoring, modeling of lessons, and training in differentiated instruction in alignment with the Sunshine State Standards.	Principal, Assistant Principal, Reading Coaches	8/16/07	6/5/08	District-wide Literacy Plan	0
Develop a master schedule that provides low-performing students with an additional hour of reading instruction that includes appropriate intervention strategies that target student needs in a small group setting.	Principal, Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	30000
Host Family Literacy Night to increase parental involvement and students' interest in reading.	Principal, Assistant Principal, Reading Coaches, Classroom Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement a before and after school tutoring program through Supplemental Educational Services (SES) that will emphasize remediation in the Sunshine State Standards.	Principal, Assistant Principal, SES Facilitator	9/24/06	6/5/08	Continuous Improvement Model	0
Implement a tutoring program for English Language Learners in grades 3-5 that incorporates test-taking strategies.	Principal, Assistant Principal, Reading Coaches, ESOL Teachers, Classroom Teachers	9/11/07	6/5/08	Continuous Improvement Model	0
Utilize Accelerated Reader and Successmaker Enterprise to monitor student progress and reading levels.	Principal, Assistant Principal, Media Specialist,Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

The research-based program utilized is the Houghton-Mifflin State-Adopted Reading Series.

The instructional materials include strategies and accommodations that meet the needs of all students, including English Language Learners (ELL) and students with disabilities (SWD), as well as advanced and gifted students.

a. Core Reading Program

Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted two-hour block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional needs of advanced and gifted students.

b. Supplemental materials

In-class grouping strategies (guided reading) are in use and include explicit instruction to small groups of students at the same reading level. Student placement in groups is flexible and leveled text provided by and included in the Houghton Mifflin CRRP collection, along with other leveled texts will be used to instruct these groups.

There is active student engagement in a variety of reading-based activities that connect to the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Supplemental materials for advanced and gifted students may include materials that accelerate and enrich with a higher degree of complexity and abstraction. To support initial instruction provided using Houghton Mifflin CCRP, schools will utilize FCRR favorably reviewed supplemental programs that address the students' needs during differentiated instructional time: QuickReads - is a program for 2nd through 4th graders that is specifically designed to improve students' fluency, and has strong comprehension, vocabulary and background knowledge elements as well. The prescribed lesson format includes 3 reading of the same passage within an instructional period of approximately 15 minutes.

Elements of Reading: Vocabulary - is an oral vocabulary instructional program designed for kindergarten through 3rd graders. While the program is designed to be taught with the whole class by the regular classroom teacher, teachers may utilize the program for small group instruction.

c. Intervention programs for struggling readers

The FCRR research-based intervention program Voyager Passport will be utilized with all Tier 3 students and with struggling readers for whom previous interventions have not worked. Instruction using this material will occur during the differentiated instructional time within the 2-3 hour literacy instructional time.

Early Success – is an intervention program designed for 1st and 2nd graders who are below grade level. The daily lessons are patterned after a 3 step model: rereading for fluency, reading a new book, and working with words and sentences.

Soar to Success – is an intervention for 3rd through 8th graders who are reading below grade level. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply the comprehension and decoding strategies they have learned to other content area texts.

Voyager Passport – is an intervention for kindergarten – 3rd graders who encounter reading difficulty and are performing below grade level. The goal of Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CRRP, the program can be delivered by a trained teacher, or paraprofessional.

Earobics – provides students help in developing the foundational skills to become successful readers. The primary goals of this program are to give teachers effective strategies for teaching reading and to give students practice developing skills not found in the CRRP through the combined use of software, teacher directed activities, manipulatives and books.

d. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

In order to address the needs of students reading below, at and above grade level, additional materials will be utilized within the two-hour instructional block. These materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin, Reading).

e. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

We will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development, will be trained in the effective elements of independent reading, including selection of texts. Additionally, classrooms will actively utilize the leveled libraries.

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as training in the delivery of the CRRP, data-driven decision-making utilizing the Student Performance Indicators (SPI), Guided Reading, Differentiated Instruction, technology-based programs and District provided training throughout the school year.

The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one on one coaching sessions?

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

The principal will provide professional development and materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2006-07 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at http://destiny.dadeschools.net.

The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.

To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

Describe how the coaches' role will be explained to school level administrators.
Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

Describe how the coaches' role will be explained to the teachers at the school level.
Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:
• Deepen their content knowledge
• Become aware of new professional development resources and materials
• Collaborate with mentor teachers and other coaches
• Objectively reflect on their own coaching work
• Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:
• Examination and discussion of scientifically-based research in reading;
• Delivery and scaffolding of instruction in the five major reading components;
• Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
• Data analysis for planning instruction and effective use of time;
• Methods for providing differentiated instruction in the classroom;
• Meeting the need of all students specific to individual school sites; and
• Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading

Coaches will facilitate ongoing follow-up through:
• Reviewing sample lesson plans and adapting them for the classroom;
• Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
• Planning with a study group that focuses on implementing new practices;
• Analyzing student data;
• Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
• Analyzing student performance data to monitor student progress 35% of the time; and
• Planning in a cadre with other coaches 10% of the time

Evaluation

This objective will be evaluated using scores from the 2008 FCAT Reading subtest. Scores/data from the DIBELS and the District Reading Interim Assessments will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

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
☑	☑	☑	☑	☐	☑

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.
☑	☑	☑	☐	☑

Mathematics Statement

Mathematics

Needs Assessment

Results of the 2007 FCAT Mathematics scores indicate that 56% of our students in grades three through five scored at Achievement Level 3 or higher. Subtests indicate that 65% of students in grade three, 56% of students in grade four, and 46% of students in grade five scored at or above Achievement Level 3. Our analysis of student performance on the 2007 FCAT Mathematics subtest data indicated that the weakest content cluster for grade three was Data Analysis (43%). The strongest content cluster was Measurement (63%). Fourth grade demonstrated that the weakest content cluster was Data Analysis (43%). The strongest content clusters were Geometry and Algebraic Thinking (57%). Students in grade five demonstrated that the weakest content cluster was Algebraic Thinking (36%). The strongest content cluster was Geometry (54%).

In grades three through five, 67% of the students demonstrated learning gains in Mathematics. However, when compared to the 2006 FCAT scores, the overall percentage of students who were proficient in Mathematics did not increase. All student subgroups met the Adequate Yearly Progress (AYP) target with the exception of the Hispanic (50%), Economically Disadvantaged (50%) and the English Language Learners (45%) subgroups. A total of 76% of the students in the lowest 25% subgroup made learning gains.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☑	☐	☐	☑	☑	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 62% of students obtaining Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62% of the Hispanic student subgroup will obtain Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62% of the English Language Learners student subgroup will obtain Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62% of the Economically Disadvantaged student subgroup will obtain Achievement Level 3 or higher on the administration of the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test in order to address individual student needs utilizing Riverdeep, FCAT Explorer, and SuccessMaker.	Principal, Assistant Principal, Math Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Provide research-based professional development opportunities to staff utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Principal, Assistant Principal, Math Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Implement a tutoring program for English Language Learners in grades 3-5 that incorporates test-taking strategies.	Principal, Assistant Principal, Math Coach	9/11/07	6/5/08	Continuous Improvement Model	0
Implement a tutoring program for Hispanic students in grades 3-5 that incorporates test-taking strategies.	Principal, Assistant Principal, Math Coach	9/11/07	6/5/08	Continuous Improvement Model	0
Implement a tutoring program for Economically Disadvantaged students in grades 3-5 that incorporates test-taking strategies.	Principal, Assistant Principal, Math Coach	9/11/07	6/5/08	Continuous Improvement Model	0
Implement a before and after school tutoring program through Supplemental Educational Services (SES) that will emphasize remediation in Sunshine State Standards.	Principal, Assistant Principal, SES Facilitator	9/24/07	6/5/08	Continuous Improvement Model	0
Implement the 8-Step Florida Continuous Improvement Model (FCIM) to impact student achievement.	Principal, Assistant Principal, Math Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	30000

Research-Based Programs

The core mathematics program that will be utilized is the Scott Foresman Mathematics Series and the supplemental programs are Riverdeep and Successmaker Enterprise.

Professional Development

Training will be provided in the following areas: SuccessMaker Enterprise, Riverdeep, and District sponsored in-services by the Division of Mathematics and Science.

Evaluation

This objective will be evaluated by scores from the 2008 FCAT Mathematics Test. Scores/data from the District Mathematics Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

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
☑	☑	☑	☑	☐	☑

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.
☑	☑	☑	☐	☑

Writing Statement

Writing

Needs Assessment

Results of the 2007 FCAT Writing+ Test scores indicate that 76% of students in grade four met or exceeded state standards. The combined writing score for the 2007 FCAT Writing+ Test was a 3.6. However, when compared to the 2006 FCAT Writing+ scores, the overall percentage of students who were proficient in writing did not increase. There is a distinction in student performance in expository versus narrative prompts, with 66% of grade four students scoring at or above a 4.0 in expository writing, while only 37% of the grade four students scored at or above a 4.0 in narrative writing.

In addition, students in the Hispanic and English Language Learners (ELL)AYP subgroups did not demonstrate an increase of 1 percentage point.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☐	☐	☐	☐	☐	☐	☐	☐	☐

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain or improve scores as evidenced by 1 percentage point increase in the percent of students scoring 3.5 or above on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze results of District Pre- and Post- Assessments to modify instruction accordingly.	Principal, Assistant Principal, Writing Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Administer a monthly school-wide expository or narrative prompt to assess student progress.	Principal, Assistant Principal, Writing Coach, Classroom Teachers	9/11/07	6/5/08	Continuous Improvement Model	0
Provide teachers with professional development opportunities in effective writing practices.	Principal, Assistant Principal, Writing Coach	8/20/07	6/5/08	Continuous Improvement Model	10000
Infuse the writing process into cross-curricular activities.	Principal, Assistant Principal, Writing Coach, Classroom Teachers	8/20/07	6/5/08	Other/ Not Applicable	0
Introduce students to self-editing rubrics so that they can assess and monitor their narrative and expository writing skills and that of their peers.	Writing Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the 8-Step Florida Continuous Improvement Model (FCIM) to impact student achievement as evidenced by grade level meeting agendas.	Principal, Assistant Principal, Writing Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	12400

Research-Based Programs

The core writing program that will be utilized is the Houghton Mifflin Reading/Writing Workshop and the supplemental programs are Project Beginning Emergent Awareness in Reading (BEAR), Opening Minds with Literacy (OWL), and Developing Reading and Writing(DRAW).

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as writing across the curriculum, as well as through the modeling of lessons by the Reading Coach.

Training will also be conducted in the following areas: FCAT Writing, Houghton Mifflin Reading/Writing Workshop, Writing+, Inspiration Software, BEAR, OWL, and DRAW.

Evaluation

This objective will be evaluated using scores on the 2008 FCAT Writing+ Test. Scores/data from the District Pre- and Post- Tests and the monthly writing prompts will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

Miami-Dade County Public Schools

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
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Science Statement

Science

Needs Assessment

Scores on the 2007 FCAT Science Test indicate that 23 percent of students in grade five scored at Achievement Level 3 or higher. An analysis of student performance on the 2007 FCAT Science Test data indicates that the weakest content clusters for students in grade five was Scientific Thinking (42%). The strongest content clusters were Physical/Chemical and Life/Enviromental (50%).

Measurable Objective

Given instructions based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 48% of students scoring an Achievement Level 3 or higher on the administration of the 2008 Science FCAT Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Involve students in grades three through five in hands-on investigative experiments using Science and Technology for Children (STC) Kits and other resources to correlate with the District curriculum pacing guide as evidenced within weekly lesson plans.	Principal, Assistant Principal, Mathematics/Science Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement the 8-Step Florida Continuous Improvement Model (FCIM) to impact student achievement.	Principal, Assistant Principal, Mathematics/Science Coach, Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Use dedicated space for hands-on/inquiry-based investigations to support knowledge of the scientific method; and provide resources as evidenced by material check-out logs.	Principal, Assistant Principal, Mathematics/Science Coach, Classroom Teachers	9/11/07	6/5/08	Continuous Improvement Model	0
Plan a Science Fair as a culminating activity to provide students with an opportunity for inquiry-based learning as evidenced by student participation rosters.	Principal, Assistant Principal, Mathematics/Science Coach	8/20/07	12/20/07	Other/ Not Applicable	0
Provide opportunities for research-based professional development to teachers utilizing current resources, mentoring, modeling of lessons, and training in differentiated instruction strategies designed to support the implementation of the Sunshine State Standards.	Principal, Assistant Principal, Mathematics/Science Coach	8/20/07	6/5/08	Continuous Improvement Model	30000

Research-Based Programs

The core science program that will be utilized is the Scott Foresman Science Series and the supplemental program is Science and Technology for Children (STC).

Professional Development

Training will be provided in the following areas: Inquiry-based instruction, on-line scientific research, and effective implementation and use of District's newly adopted Scott Foresman Science series.

Evaluation

This objective will be evaluated using scores of the 2008 FCAT Science Test. Classroom assessments and school-authored Science Pre/Post Tests will be used to monitor progress towards these objectives and to redirect intervention and instructional strategies.

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
✔	✔	✔	✔	✔	✔

Miami-Dade County Public Schools

District Strategic Plan

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✔	✔	✔	✔	✔

Parental Involvement Statement

Parental Involvement

Needs Assessment

Data regarding the number of opportunities provided to parents during the 2006-2007 school year to participate in workshops and on-site Parent Academy classes indicated a significant increase as compared to the prior school year. Based on Parent Academy rosters, a summary of the data shows that the strategies have been successful in increasing parental participation at such events from less than 1% during the prior school year to 2.73% in the 2006-2007 school year. However, it is essential to continue efforts to increase parent participation in these areas.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Measurable Objective

Given the need to establish a home-school connection, parental involvement continues to be part of the school's mission. The school will continue to offer Parent Academy courses and promote enrollment in courses offered off-campus in order to increase the number of parents attending Parent Academy courses to 5% as affirmed by a signed activity roster.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Survey parents to identify course of interest in the community.	Principal, Assistant Principal, Community Involvement Specialist	09/06/07	06/5/08	Exchange Meaningful Information	0
Contact parents using Connect-Ed to notify them of courses being offered both on and off campus by the Parent Academy.	Principal, Assistant Principal	08/20/07	06/5/08	Exchange Meaningful Information	0
Send home flyers regarding Parent Academy information.	Principal, Assistant Principals, Community Involvement Specialist	08/20/07	06/5/08	Exchange Meaningful Information	0
Recruit parents to attend the Parent Academy utilizing the Parent Teacher Student Association (PTSA).	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/5/08	Exchange Meaningful Information	0
Facilitate courses that can be offered on-campus by the Parent Academy.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/5/08	Exchange Meaningful Information	31000

Research-Based Programs

Supplemental Programs that will be used are: National Parent Teacher Association (PTA), the Parent Academy and Standards for Parents and Family Involvement.

Professional Development

Training will be provided in the following areas: Continuous Improvement Model and Connect-Ed.

Evaluation

This objective will be evaluated by the number of parents/guardians who enroll and attend Parent Academy courses offered on and off campus. The enrollment will be monitored in order to determine if additional strategies need to be developed.

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
✔	✔	✔	✔	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

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✔	✔	✔	☐	✔

Discipline & Safety Statement

Discipline & Safety

Needs Assessment

A review of attendance data indicates that 93.99% of the students in grades kindergarten through five were present during the 2006-2007 school year. Efforts to increase school attendance should continue, since attendance not only directly impacts the level of student achievement, but also the discipline and safety within the learning environment.

Measurable Objective

Given the need to improve student attendance and keep students safe, attendance in grades Kindergarten through five will increase by half a percentage point as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain a school-wide attendance initiative program to recognize daily 100% attendance and consistently high individual classroom attendance	Principal, Assistant Principal, Classroom Teachers, Parent Teacher Student Association	8/20/07	6/5/08	Truancy Prevention	0
Decrease the number of incorrect phone numbers on the ISIS System in order to increase percent of successful calls when notifying parents of absences.	Principal, Assistant Principal, Attendance Clerk, Data Input Specialist	8/20/2007	6/5/08	Truancy Prevention	0
Contact parents using Connect-Ed to notify them of student absences.	Principal,Assistant Principal	8/20/07	6/5/08	Truancy Prevention	0
Utilize the Community Involvement Specialist (CIS) to keep in contact with parents in order to assist those with issues that may keep their child out of school.	Principal,Assistant Principal,Community Involvement SpecialistAttendance Clerk	8/20/07	6/5/08	Truancy Prevention	0

Research-Based Programs

Not applicable

Professional Development

Connect-Ed Training will be provided for additional staff members.

Evaluation

The objective will be evaluated by the mean percent of students present during the 2007-2008 school year. The attendance will be monitored on a weekly basis in order to determine if additional strategies need to be developed.

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
☑	☑	☑	☑	☐	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☑	☐	☐

Technology Statement

Technology

Needs Assessment

A comparison of the percentage of teachers who created individual web pages during the 2006-2007 school year indicated that 10% of the teachers had been successful in this initiative versus less than 1% during the prior school year.

Measurable Objective

Given the National Education Technology Standards (NETS), 10% of teachers in grades kindergarten through five will maintain active webpages to promote academic interest and enrichment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for teachers on the creation of webpages.	Principal,Assistant Principal,Technology Facilitator	8/20/07	6/5/08	Exchange Meaningful Information	0
Implement knowledge gathered into a teacher-created webpage.	Principal, Assistant Principal, Technology Facilitator, Classroom Teachers	8/20/07	6/5/08	Exchange Meaningful Information	0
Implement and monitor the online traffic of the teacher-created webpages.	Principal, Assistant Principal, Technology Facilitator, Classroom Teachers	8/20/07	6/5/08	Exchange Meaningful Information	0
Utilize teacher-created webpages to facilitate home-school communication.	Principal, Assistant Principal, Classroom teachers	8/20/07	6/5/08	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Provide training for the implementation of the teacher-created webpages.

Evaluation

This objective will be evaluated by the percentage of teachers who maintain their own webpages during 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
✔	✔	✔	☐	☐	✔

Miami-Dade County Public Schools

District Strategic Plan

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✔	✔	✔	☐	✔

Health & Physical Fitness Statement

Health and Physical Fitness

Needs Assessment

An analysis of the 2006-2007 FITNESSGRAM Test indicated that 100% of students in Grade 4 and Grade 5 were tested as compared to 83% who were tested in 2005-2006. However, only 47% of students in Grade 4 and Grade 5 received gold or silver awards as compared to 50% of students who received these awards during the prior school year.

Measurable Objective

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at the Gold and Silver Physical Fitness Levels will increase by 2 percentage points as evidenced by the results of the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse inter-curricular activities with an emphasis in mathematics, science, reading, and writing skills.	Principal,Assistant Principal,Physical Education Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct activities in physical fitness class to emphasize cardiovascular, strength building, and flexibility training enhancement activities.	Principal,Assistant Principal,Physical Education Teachers	8/20/07	6/5/08	Student Wellness	0
Conduct physical fitness classes regularly for students.	Principal,Assistant Principal,Physical Education Teachers	8/20/07	6/5/08	Student Wellness	0

Research-Based Programs

Shenandoah Elementary will utilize the 2008 FITNESSGRAM Assessment.

Professional Development

Training will be provided in the following areas: FITNESSGRAM Program.

Evaluation

The objective will be evaluated using the results from the 2008 FITNESSGRAM Program Assessment and physical education teachers lesson plans reflecting implementation of strategies.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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✔	✔	✔	☐	✔

Electives & Special Areas Statement

Music

Needs Assessment

In 2006-2007, 30% of students in Grades 3-5 participated in the Music Appreciation Program, as evidenced by student participation logs and weekly lesson plans. These records reflect a significant increase as compared to the prior school year and success of the strategies implemented to encourage students to participate in such events.

Measurable Objective

Given the need to develop music appreciation and provide opportunities to exhibit students' acquired skills, the number of students in grades three through five participating in the annual Music Appreciation Program will increase by five percentage points.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop creative thinking through the production of student musical performance.	Principal, Assistant Principal, Music Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Incorporate cooperative learning lessons, critical thinking skills, musical appreciation and musical skills into lesson plans as evidenced by weekly instructional lesson plans.	Principal, Assistant Principal, Music Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Conduct musical performances that enhance musical appreciation and self-esteem.	Principal, Assistant Principal,Music Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0
Engage students in reading musical notation and performing on instruments as evidence by weekly instructional lesson plans.	Principal,Assistant Principal, Music Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	0

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated by the number of students participating in the Music Appreciation Programs as evidenced by student participation logs and teacher lesson plans.

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
☐	☑	☑	☐	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☐	☐	☐

Return On Investment Statement

Return On Investment (ROI)

Needs Assessment

The most recent data supplied from the Florida Department of Education (FDOE) indicated that in 2004-2005, Shenandoah Elementary School ranked at the 46th percentile on the State of Florida Return On Investment (ROI) index.

Measurable Objective

Given the need to increase the return on investment, Shenandoah Elementary School will improve its ranking on the State of Florida Florida Return On Investment (ROI) index publication from the 46th percentile in 2004-2005 to the 47th percentile or higher on the next publication of the(ROI)index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	PrincipalAssistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	PrincipalAssistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	PrincipalAssistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Consider shared use of facilities and partnering with community agencies.	PrincipalAssistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Reallocate school resources to better implement teaching, learning and class-size mandates.	Principal Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Use student data analysis results to determine more effective educational strategy to serve the needs of students and staff.	Principal Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

Evaluation

On the next State of Florida Return On Investment (ROI) index publication, Shenandoah Elementary School will show progress towards reaching the 47th percentile.

EESAC Compliance

YES	NO	
☑	☐	*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.*

Budget:

The EESAC recommended and assisted with the development of the school budget based upon the programmatic needs of the school as related to the School Improvement Plan. Pertinent aspects of the budget were reviewed at monthly meetings.

Training:

The EESAC recommended and determined, through the development of the School Improvement Plan, the focused efforts of the school, strategies, and budget earmarked for staff development.

Instructional Materials:

The EESAC recommended and provided ideas regarding instructional materials that will support the efforts of the School Improvement Plan.

Technology:

The EESAC recommended and promoted technology through the inclusion of strategies within each objective of the School Improvement Plan.

Staffing:

The EESAC recommended and reviewed candidates hired for newly created positions at Shenandoah Elementary School, which has an impact on the effective implementation of the School Improvement Plan.

Student Support Services:

The EESAC recommended and incorporated, through the development of the School Improvement Plan, strategies that will provide students with support services.

Other Matters of Resource Allocation:

The EESAC recommended to the principal that funds should be allocated to supplement the efforts of the School Improvement Plan.

Benchmarking:

The EESAC recommended and conducted reviews of the status of School Improvement Plan progress and submitted the appropriate mid-year status report.

School Safety & Discipline:

The EESAC recommended adhering to the recommendations by the Safety and Discipline Committee at Shenandoah elementary School. The EESAC met and recommended strategies to maintain a safe learning environment.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	30000
Mathematics	30000
Writing	22400
Science	30000
Parental Involvement	31000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	143400

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