

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Dr. Carlos J. Finlay Elementary School (5061)**

Feeder Pattern - Southwest Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Cecilia Sanchez

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Dr. Carlos J. Finlay Elementary opened its doors to the community in August of 2000, is located on the west side of the University Park Campus of Florida International University (FIU). The school is part of the Southwest Miami feeder pattern and students transition to Paul W. Bell Middle School. Dr. Carlos J. Finlay is a Title I, Dual Language Program school in which children speak and learn in English 60 percent of the day and speak and learn in Spanish for the remaining 40 percent. This program allows literacy skills to be reinforced in both languages. Dr. Carlos J. Finlay Elementary collaborates with FIU's College of Education (COE). As a Professional Development School (PDS), the university and school faculties work together to facilitate high levels of learning, promote an exemplary school environment for preparing teachers and create opportunities for school-based inquiries. The collaboration calls for ongoing field and student teaching placements of FIU students and professional development opportunities for Finlay Elementary teachers. Dr. Carlos J. Finlay Elementary and the COE faculty work jointly on action research projects and the supervision of student interns.

Among our strengths are the use of innovative programs and strategies include CRISS, America Reads, Families Learning at School and Home (FLASH/FLAP) and the Community Literacy FIU internship program. We also offer a Special Education Program for students with learning disabilities and varying exceptionalities. In addition, our gifted program, a reading/language arts and science program, incorporates critical thinking, higher-order skills and creative activities promoting horizontal as well as vertical growth. An Academic Education Program (AEP) enhances our already challenging dual language program where chess and drama are used to promote critical thinking and the arts. Additionally, the Teaching Enrichment Activities to Minorities (TEAM) encourages and creates a thinking skills classroom which facilitates the identification of minority students for the gifted program. Students also use technology to produce multimedia publications of their work through the use of our computer lab and student stations in the classroom.

Given instruction using the Competency-based Curriculum, the Sunshine State Standards and the Core Curriculum Reading Program, students in grades 3 – 5 will improve their reading skills as evidenced by 83% of students scoring Level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their mathematics skills as evidenced by 75% of students scoring Level 3 or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 88% of our students in fourth grade will meet the state standard by scoring at or above a 3.5 on the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, 67% of students in grade 5 will score 3 or above as evidenced on the 2008 FCAT Science Test.

Parents will demonstrate knowledge of interventions and resources available to assist students in improving their reading, mathematics, science, and knowledge of FCAT strategies. Parental/community involvement is expected to increase to 66% as evidenced by our parents' and families' attendance to at least one workshop or parent event during the 2007-2008 school year, demonstrated by the attendance rosters.

Given the emphasis on increasing student attendance, the average school-wide daily attendance rate will increase to 96.5% during the 2007-2008 school year, a .2 percentage point increase from the average in 2006-2007.

Given an emphasis to increasing teacher usage of technology across the curriculum, eighty five percent of teachers will participate in minimum of three technology workshops during the 2007-08 school year, a ten percentage point increase from those participating in 2006-2007.

Given instruction of physical education using the Competency-Based Curriculum, 93% of students tested in fourth and fifth grade will receive a gold or silver award as measured by the results of the 2007-2008 FITNESSGRAM; a one percentage point increase from the results earned on the 2006-2007 administration.

Given instruction using the Sunshine State Standards, students in kindergarten through fifth grade will demonstrate mastery of grade level objectives and an appreciation for Art and Music through their participation in a minimum of two school-wide activities to include; art exhibitions, both in and out of school, writing competitions, oratorical contests, and musical shows, as evidenced by student participation logs.

Dr. Carlos J. Finlay Elementary will improve its ranking on the State of Florida Return on Investment(ROI) index publication from the 71st percentile in 2004 to the 72nd percentile on the next publication of the index.

The Leadership Team analyzed the results of the Organizational Performance Improvement Snapshot Survey (OPIS), a survey administered to all staff members at the beginning of the year. Although the ratings were high in all of the seven categories, the survey reflects an opportunity for improvement regarding the communication of financial information to staff members. To improve on this area, the Continuous Improvement Model (CIM) will continue to be employed. The Leadership Team will provide the faculty and staff information through faculty and EESAC meetings about our school's allocation of monies and budget updates.



# 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.

## 5061 - DR. CARLOS J. FINLAY ELEMENTARY SCHOOL

### VISION

Our vision at Dr. Carlos J Finlay Elementary is to have our students become bilingual/biliterate; responsible and productive citizens in a global society.

### MISSION

Dr. Carlos J Finlay Elementary will collaborate with students, parents, teachers, Florida International University, and our entire community as we strive to provide a high quality, child-centered, bilingual education that will empower our students to become responsible and productive citizens in a global society.

### CORE VALUES

Dr. Carlos J. Finlay Elementary is committed to the values exposed by the District: Excellence, Integrity, Equity and Citizenship. Excellence: We pursue the highest standards in academic achievement and professional development performance. Integrity: We build positive relationships through honesty, and respect which enhances the child's social, academic and emotional well-being. Equity: We foster an environment that serves all students and aspires to eliminate the achievement gap. Citizenship: We celebrate the diversity of our community by working as a team to ensure that our students become biliterate, productive citizens in our global society.



# School Improvement Plan 2007-2008



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## ***School Demographics***

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# School Improvement Plan 2007-2008



Dr. Carlos J. Finlay Elementary, opened in August, 2000, is located on the west side of the University Park Campus of Florida International University (FIU). Dr. Carlos J. Finlay Elementary serves students from the city of Sweetwater, the designated attendance boundaries within the southwest Miami Senior High School feeder pattern. Students transition to Paul W. Bell, graded as a 'B' school, for 6th grade. As a professional development school working collaboratively with FIU, Dr. Finlay Elementary also offers FIU staff a limited number of allocated slots for their children. Instruction is provided in traditional classroom setting and is enhanced by our Dual Language Program. It serves 634 students in grades prekindergarten through fifth grade. The student population is comprised of 95% Hispanic, 4% Non-Hispanic White students, 1% African-American Non Hispanic, and 1% other. Over 73% of our students participate in the free and reduced lunch program, qualifying to be a Title I School. The school's attendance rate in the 2006-2007 was 96.5%, an increase from the 2005-2006 school year.

The educational program at Dr. Carlos J. Finlay Elementary fosters a bilingual/biliterate education, which is customized to meet the needs of our student population. The school follows the K-12 Comprehensive Research-based Reading Plan (CRRP), Comprehensive Mathematics and Science Plan and the Competency Based Curriculum (CBC), supplementing these with their own innovative programs and pacing guides. Such programs include America Reads, Families Learning at School and Home (FLASH) and Families Literacy Arts Program (FLAP) and the FIU Community Literacy Reading Program internship collaboration. A Special Education Program (SPED) is offered for students who have met evaluation criteria. In addition, our gifted program, a reading/language arts and science program, incorporates critical thinking, higher-order skills and creative activities promoting horizontal as well as vertical growth. An Academic Education Program (AEP) enhances our already challenging Dual Language Program where chess and drama are used to promote critical thinking and the arts. Additionally, the Teaching Enrichment Activities to Minorities (TEAM) program encourages and creates a thinking skills classroom which facilitates the identification of minority student for the gifted program. Students also use technology to produce multimedia publications of their work through the use of the computer lab and student work stations in the classrooms.

As one of the many strengths of Dr. Carlos J. Finlay Elementary we have highly qualified administrators and teachers. Cecilia C. Sanchez, the principal of Dr. Carlos J. Finlay Elementary, is a professional educator with over 15 years of experience in Miami-Dade County Public schools. Her mission is to collaborate with students, parents, teachers, and the community to provide a high quality, child-centered, bilingual education. The faculty is comprised of 79% Hispanic and 15% African-American Non-Hispanic and six percent White Non-Hispanic. Part of this faculty also includes beginning teachers to Miami-Dade County Public School system. Although new teachers are an integral part of our school, they also present unique challenges, because of their inexperience and lack of familiarity with the curriculum and the Miami-Dade Public School System. These challenges, however, create additional opportunities for our staff members to act as mentors through the MINT program. As the mentors familiarize our new staff members with the curriculum and District procedures, they in turn reinforce their own knowledge and professional practices. At Dr. Carlos J. Finlay Elementary, 38% of the teachers have Master's Degrees and four percent have Specialist's Degrees. In addition, four teachers and one counselor have been recognized as National Board Certified Teachers and our Reading Coach has been recognized as Florida's Adult and Community Professor of the year for the state of Florida. The average class size in Pre-Kindergarten through third grade is 18 students and 22 students in grades four and five. SPED class size ratios average 7:1.

Dr. Carlos J. Finlay Elementary and its Parent Teacher Association (PTA) have joined efforts with Florida International University professors and volunteers to provide a myriad of activities, workshops, and literacy classes to support our parents educational growth. The communication between our school and its community is critical if we are to support our students in their quest for academic excellence. Our Dade Partners include Publix Supermarkets, Washington Mutual, Einstein Bagels, and McDonalds Restaurants. We have implemented a parent resource center that provides our families with educational as well as community news. Dr. Carlos J. Finlay Elementary has been the recipient of the "Barbara Bush Literacy Grant" which allows our parents and students to attend English courses at our school during the evenings. Several grants that have been awarded and have extended learning opportunities to our students are the "Fifth Dimension" grant, the "IBM" grants, the "Reading Companion" grant and the "Plant a Thousand Gardens Collaborative Nutrition Initiative" grant. Other rewards and recognitions that have honored Dr. Carlos J. Finlay Elementary School in the past years are as follows:

- Florida School Recognition Award
- Recipient of Washington Mutual Education Fund monies
- Superintendent's Gold Award
- Superintendent's Platinum Award
- Miami-Dade County Office of the Mayor and Board of County Commissioners Commendation for many achievement and academic services
- United Way Student Campaign
- Proclamation from the City of Miami
- Miami-Dade County Public School Golden Apple Award
- Dade County Public Schools School Volunteer Program Certificate of Appreciation
- Proclamation from Miami-Dade County

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## ***School Foundation***

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### **Leadership:**

The administrative team at Dr. Carlos J. Finlay Elementary primarily uses the school's values to guide the staff. The administrative team creates a positive and safe environment involving all employees in the day to day operation of the school. The mission statement accessible on our web site and parent-student handbook is visible in all classrooms and throughout the school. A review of the survey results in the area of Leadership indicate a very positive overall score of 4.7 on the OPIS survey.

### **District Strategic Planning Alignment:**

The faculty and staff at Dr. Carlos J. Finlay Elementary is committed to following the mandates set forth by the District. Stakeholders are actively involved in all facets of goal setting implementations, decision making, evaluation and re-alignment of goals within the school. The school operates within the scope of the Continuous Improvement Model (CIM) for all strategic planning objectives. An overall score of 4.5 in the area of Strategic Planning on the OPIS survey indicates the involvement of our school community in sharing ideas and information regarding the scope of our work.

### **Stakeholder Engagement:**

Dr. Carlos J. Finlay Elementary is a professional development school, which aspires to link with the community in several ways. Throughout the school year, stakeholders come together to improve student learning. Teacher, parents, and community members collaborate through PTA and EESAC meetings, ongoing parent workshops and involvement with Dade Partners. In addition, FIU staff collaborates with the school to implement a parental outreach program known as FLAP/FLASH. Our Community Involvement Specialist enhances our parent involvement through training and outreach programs. The school received a score of 4.7 in the Customer Market Focus component of the OPIS survey.

### **Faculty & Staff:**

Faculty members at Dr. Carlos J. Finlay Elementary are supported and recognized for the high standards they set and their quality teaching. Teachers are empowered by attending continuous professional development in-services. The teacher mentoring program, MINT, provides beginning teachers with support and assistance from seasoned teachers. An overall score of 4.7 in the Human Resource Focus Category on the survey indicates that the overall school climate is a safe, friendly and nurturing environment for all staff. In addition, grade level teams are responsible for writing and reviewing lesson plans, discussing successful teaching practices and aligning instruction to data. Grade level teams are provided common planning time in order to share successful teaching practices. In addition, faculty members review student data to align instruction with professional development opportunities.

### **Data/Information/Knowledge Management:**

Faculty members at Dr. Carlos J. Finlay Elementary are supported and recognized for the high standards they set and their quality teaching. Teachers are empowered by attending continuous professional development in-services. The teacher mentoring program, MINT, provides beginning teachers with support and assistance from seasoned teachers. An overall score of 4.7 in the Human Resource Focus Category on the survey indicates that the overall school climate is a safe, friendly and nurturing environment for all staff. In addition, grade level teams are responsible for writing and reviewing lesson plans, discussing successful teaching practices and aligning instruction to data. Grade level teams are provided common planning time in order to share successful teaching practices. In addition faculty members review student data to align instruction with professional development opportunities.

### **Education Design:**

Faculty members at Dr. Carlos J. Finlay Elementary are supported and recognized for the high standards they set and their quality teaching. Teachers are empowered by attending continuous professional development in-services. The teacher mentoring program, MINT, provides beginning teachers with support and assistance from seasoned teachers. An overall score of 4.7 in the Human Resource Focus Category on the survey indicates that the overall school climate is a safe, friendly and nurturing environment for all staff. In addition, grade level teams are responsible for writing and reviewing lesson plans, discussing successful teaching practices and aligning instruction to data. Grade level teams are provided common planning time in order to share successful teaching practices. In addition faculty members review student data to align instruction with professional development opportunities.

### **Performance Results:**





# School Improvement Plan 2007-2008



As one of the many tools available that impact decision-making, the M-DCPS survey, measuring participants' attitudes as they relate to Business Results, indicated a total rating of 4.7 on the OPIS survey. Faculty and staff strongly agree with the overall allocation of the human and financial resources secured in order to provide a high quality education for all students. In addition, opportunities for parent/community education are provided.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**





School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**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 type="checkbox"/>

##### **Miami-Dade County Public Schools**

##### **District Strategic Plan**

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

### Reading Statement

Students at Dr. Carlos J. Finlay will be literate members of society.

### Needs Assessment

Based on the 2007 FCAT Reading Assessment, 66% of our students scored Level 3 or higher; 69% of our third graders, 61% of our fourth graders and 68% of our fifth graders scored Level 3 or higher. Subtests and Content Cluster Analysis Results demonstrate a need in third, fourth, and fifth grade students in the areas of Words and Phrases, Main Idea and Author's Purpose. In addition, third grade students demonstrated a need in Reference and Research while fourth grade students showed a need for assistance in comparisons and fifth grade students demonstrated a need in Words and Phrases, Main Idea, and Author's Purpose. All subgroups made Adequate Yearly Progress (AYP). Sixty-five percent of our lowest 25% subgroup made learning gains. Furthermore, 44% of students with disabilities (SWD'S) scored at state mastery level. These results indicate that the reading objectives/strategies used were successful but should be enhanced to increase the NCLB standards that require 51% of the subgroups score at the state mastery level.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction using the Competency-based Curriculum, the Sunshine State Standards and the Core Curriculum Reading Program, students in grades 3 – 5 will improve their reading skills as evidenced by 83% of students scoring Level 3 or above on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the CIM to analyze the 2007 DIBELS scores and results from other assessments to identify students that are strategic and intensive, to guide their instruction and determine appropriate intervention strategies.	Leadership Team, Reading Coach, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Incorporate software such as LEXIA to enhance student reading comprehension and phonemic awareness skills to target students in the lowest quartile.	Teachers, Media Specialist, Reading Coach.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide tutorial services through our partnership with to deliver direct one to one instruction in phonemic awareness, fluency, vocabulary and comprehension for second grade students.	FIU professors, Reading Coach, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide an inhouse and after school tutorial program which includes Lexia, QuickReads, Buckle down and Vocabulary Workshop to target students in the lowest quartile and students with disabilities.	Reading Coach, Teachers, Tutorial Team	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Provide hourly certified teachers to target language development in English and Spanish, emphasizing comparisons,reference and research and main idea.	Administrator, hourly teachers	8/20/2007	6/5/2008	Other/ Not Applicable	30000
Incorporate FCAT question task cards into daily lessons to maintain and accelerate students scoring Level 3 and higher on the FCAT	Teachers, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assess students two times per year using the STAR Reading program to place students into the Accelerated Reader (AR) program which enhances and monitors student comprehension.	Teachers, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the "Book It" program to enhance reading comprehension.	Media Specialist, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

District adopted Houghton Mifflin Reading Series, Lexia, Options, Riverdeep, and Steck-Vaughn.

### Professional Development

As a result of the 2006-2007 Subtests and Content Cluster Analysis Results, students demonstrated a need in the areas of Words and Phrases, Main Idea and Author's Purpose. Therefore, teachers will attend district workshops and seminars, such as Project Creating Independence through Student-Owned Strategies (CRISS)and Using Literacy Centers and Managing the 2-Hour Block, that primarily target strategies to increase results in these areas. In addition, in-house workshops will be provided to enhance reading comprehension and vocabulary.

### Evaluation

The evaluation component will include 2007 FCAT Reading Test. The district interim reading assessments as well as the assessments from DIBELS and DAR, and the reports generated from Edusoft, STAR Reader, Accelerated Reader and Lexia programs will be analyzed in order to make necessary adjustments to the curriculum. Measuring Up will be the evaluation tool used in the tutorial program.

### 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 type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Mathematics Statement**

All students will demonstrate increased performance in mathematics.

**Needs Assessment**

Based on the 2007 FCAT Math Assessment, 75% of our students scored Level 3 or higher; 73% percent of third grade students, 62% of fourth grade students and 57% of fifth grade students received Level 3 or higher. Subtests and Content Clusters Analysis Results demonstrated a need in the areas of algebraic thinking and data analysis. Third and fifth grade students demonstrated a need in the area of algebraic thinking, and fourth grade students demonstrated a need in the area of data analysis. Sixty-seven percent of students in the lowest quartile made learning gains, while the total of all students making learning gains were 64%. Furthermore, 36% of students with disabilities scored level 3 or above. The percent of proficient students in mathematics decreased from 85% to 75%. According to the disaggregated data, the areas of greatest instructional need are algebraic thinking and data analysis.

**NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3 – 5 will improve their mathematics skills as evidenced by 75% of students scoring Level 3 or higher on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students in our lowest quartile with before or after-school tutoring using Riverdeep, FCAT Explorer and Comprehensive Math Assessment Program.	Administrator, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	3000
Incorporate basic math skills into the Science Lab program.	Science Lab Instructor, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Establish a school bank in order to stimulate real life banking situations.	PTA/Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enhance mathematical skills by utilizing computer based programs such as Riverdeep and FCAT Explorer.	Teachers, Math Coordinator, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the CIM to analyze the 2007 math scores to identify, address and monitor students that are strategic and intensive, to guide their instruction and determine appropriate intervention strategies.	Leadership Team, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate FCAT math cards into daily lessons to maintain and accelerate the number of students scoring Level 3 or higher on the FCAT.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize monthly and interim assessment data to focus instruction in the content clusters.	Teachers, Assistant Principal, Math Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Harcourt, Riverdeep, and FCAT Explorer

### Professional Development

As a result of the 2006-2007 Subtests and Content Cluster Analysis Results, students school-wide demonstrated a need in the areas of algebraic thinking and data analysis; therefore, teachers will attend district workshops and seminars such as Principals and Standards for School Mathematics that target these areas. In addition, in-house workshops will be given to address these deficiencies.

### Evaluation

The evaluation component will include the district interim mathematics assessments and the 2007 FCAT Mathematics Test. The district interim mathematics assessments will be analyzed in order to make necessary adjustments to the curriculum. Measuring Up for mathematics will be used as the evaluation tool for the tutorial program.

## Writing Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Writing Statement

All students will be able to communicate effectively through writing.

### Needs Assessment

Based on the 2007 FCAT Writing Results, 87% of students in fourth grade scored at or above a combined score of 3.5. Furthermore, 92% of students in fourth grade scored 3.5 or above in Expository Writing decreasing their proficiency by one percent, while 76% scored 3.5 or above in Narrative Writing increasing their proficiency by one percent. Although this indicates that writing objectives and strategies were successful, further instruction is needed in learning an array of organizational patterns which encourages higher order thinking to improve writing. In the content area of the FCAT Writing+, mean scores indicated that teachers need to provide additional instruction in the writing component of Support.

### 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, 88% of our students in fourth grade will meet the state standard by scoring at or above a 3.5 on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize grade level writing prompts in grades 3 through 5 on a monthly basis.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Improve students' writing skills using daily journal writing activities.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop and monitor the implementation of the Progress Monitoring Plan for targeted students in need of assistance.	Leadership Team, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote the school-wide participation of Feria Ole, a Spanish writing contest.	Lead Teacher, Spanish Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct school-wide writing focusing on narrative and expository texts.	Teachers, Lead Teacher, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate writing skills into the Art and Music Program using the six point rubric, targeting narrative and expository writing.	Art and Music Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize expository and narrative writing samples to assess progress, identify effective writing strategies, and improve students' writing skills using the six point rubric.	Teachers, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide fourth grade students in our lowest quartile with after-school tutoring using Performance Writing.	Administrator, Reading Coach, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	2000
Provide students with the opportunity to enter the "Books with Wings" book competition sponsored by the Dade Reading Council.	Assistant Principal, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Houghton Mifflin

### Professional Development

Based on the 2007 FCAT Writing + Test, students demonstrated a need in the area of support. In response to this need, teachers will attend professional development workshops such as Developing Leaders and Writers (DRAW) and Writing + for Grades 3 and 4. In-house inservices will also be provided to target expository writing and the use of the rubric.

### Evaluation

The evaluation component will include the 2008 FCAT Writing + Test as the final data of evaluation, but will also incorporate monthly writing samples and the district assessment(s) as a progress monitoring tool. Writing Performance will be the evaluation tool used in the tutorial program.



## 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 type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Science Statement**

The school will provide a comprehensive science curriculum to increase the scientific knowledge of all students.

### **Needs Assessment**

Based on the 2007 FCAT Science Results, 42% of the students in fifth grade scored a Level 3 or above. An analysis of the data demonstrated a need for improvement in all content areas; Earth and Space Science, Physical and Chemical Sciences, Life and Environmental Science and Scientific Thinking.

### Measurable Objective

Given instruction using the Sunshine State Standards, 67% of students in grade 5 will score 3 or above as evidenced on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate the use of the Science Lab for grades 2 through 5.	Science Lab Instructor, Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop and monitor the implementation of the Progress Monitoring Plan, using the Continuous Improvement Model, for targeted students in the mastery of the science objectives.	Leadership Team, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide parent workshop for Student Science Fair	Science Fair Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide Science teachers and Science Lab instructor with inservices in the areas of Earth and Space and Physical and Chemical Sciences.	Administrators, Science Teachers, Science Lab Instructor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement Science Fair and an Invention Convention to implement the Scientific Process.	Science Fair Coordinator, Science Teachers and Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide guest speakers to present themes and activities related to science.	Leadership Team, Teachers and Counselor	8/20/07	6/5/2008	Other/ Not Applicable	0
Utilize the FOSS Kits to provide hands on exploration of scientific concepts.	Science Lab Instructor	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement, develop, and monitor in collaboration with Barry University the "Plant a Thousand Gardens Collaborative Nutrition Initiative" grant with second grade students.	Second Grade Teachers, Science Teacher, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	3100
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administrators, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use the "Regional Center Data Debriefing Protocols" to conduct data debriefing sessions.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Scott Foresman Science Series and FOSS kits.

### Professional Development

Teachers will receive training in Science pedagogy and training sessions that will include "hands-on" Science, the Scientific method and infusing technology to enhance Science instruction. Workshops will include Science and Mathematics Integrated with Learning Experiences (SMILE), Creating Independence through Student-Owned Strategies (CRISS) and other training opportunities provided by the District's Math and Science department.

### Evaluation

The assessment components will include the Edusoft pre-test and midyear test; the 2008 FCAT Science Test as the final data of evaluation.

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Parental Involvement Statement

Parental involvement will increase school-wide across all existing academic areas.

### Needs Assessment

Based on the 2006-2007 parent involvement rosters at Dr. Carlos J. Finlay Elementary, 61% of our parents and families attended workshops, literacy classes and family events to promote their child's emotional, social and academic growth. However, a need still exists to involve parents in academic programs in an effort to increase student achievement among all students and subgroups, especially in the area of science and the scientific process.

### Measurable Objective

Parents will demonstrate knowledge of interventions and resources available to assist students in improving their reading, mathematics, science, and knowledge of FCAT strategies. Parental/community involvement is expected to increase to 66% as evidenced by our parents' and families' attendance to at least one workshop or parent event during the 2007-2008 school year, demonstrated by the attendance rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for parent involvement in different school events.	Art Teacher, Music Teacher, Teachers, Leadership Team, Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide parents with inservices related to academic, social and emotional development appropriate by grade level.	Leadership Team, Counselor, Teachers, CIS	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote involvement for parents/community members to increase the usage of resources in the media center and Parent/Community Outreach Access Center through brochures, letters, flyers, and home visits. (PTA Standard III: Communications and PTA Standard VI: Collaborating with Community)	Media Specialist, Counselor, Reading Coach, CIS, Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote Parent/Teacher Association at events held at school and through written notification. (PTA Standard I: Communicating)	Teachers, Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Generate annual/monthly calendars, flyers, brochures, letters and website in English and Spanish on school-related events. (PTA Standard I: Communicating)	Administrators, Teachers, Counselor, Media Specialist, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Meet all perspective parents and students to encourage daily attendance and participation at school events, literacy classes, workshops and inservices. (PTA Standard I: Communicating and PTA Standard III: Student Learning)	Leadership Team, Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote attendance to enhance adult literacy program through the use of the IBM Reading Companion Program in the Families Learning at Home and School (FLASH) and Families Literacy Arts Program (FLAP). (PTA Standard II: Parenting and PTA Standard VI: Collaborating with Community)	Reading Coach, FIU Liaison, Teachers, Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

National Network of Partnering Schools (NNPS); and National Parent Teacher Student Association (NPTSA).

### Professional Development

District personnel and Adult Literacy Educators will provide inservices to faculty and staff to provide strategies to recruit parents and involve them with their child's education. Teachers and parents will receive monthly professional development on NNPS requirements, student learning styles in mathematics, science and parental strategies in mathematics and science-related curriculum.

### Evaluation

Parents will demonstrate an increase in attendance to 66%, during the 2007-2008 school year, as demonstrated by attendance rosters for the Families Learning at School and Home (FLASH) program, parental workshops and parent events.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety Statement**

The school will provide a safe and disciplined environment for all students.

### **Needs Assessment**

The Percentage of Attendance Report from the Cognos Viewer shows that 96.40% of our students were in attendance for the 2006-2007 school year which indicates an increase in student attendance from 96.29% on 2005-2006.

### Measurable Objective

Given the emphasis on increasing student attendance, the average school-wide daily attendance rate will increase to 96.5% during the 2007-2008 school year, a .2 percentage point increase from the average in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement home visitations as needed throughout the year to ensure discipline and attendance.	CIS, Counselor, Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Recognize classes with monthly perfect attendance with student incentives.	Administrators, Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue the Ronald McDonald Attendance Reward Program for individual student monthly perfect attendance and classrooms with 10 consecutive days of perfect attendance.	Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Target excessive absences and tardies through phone and personal visitations.	CIS	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage discipline and safety through our Morning Announcement Incentive Program, "Good Manners".	Administrators, Teachers, Media Specialist, Project Plus Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Establish a collaborative effort with our parents to promote discipline and safety through parent inservices.	Administrators, Leadership Team, Counselor, CIS	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue with "Daily Attendance Drawing" through closed circuit t.v. morning announcements to promote daily school attendance.	Aministrators, Media Specialist, TV Crew	8/20/2007	6/5/2008	Other/ Not Applicable	500

### Research-Based Programs

N/A

### Professional Development

Professional Development in achieving strategies to increase student attendance such as workshops provided by Regional Center V for administrators.

### Evaluation

Attendance will be monitored on a daily, weekly, monthly and quarterly basis to ensure that students are coming to school and to identify students with excessive absences. A comparison of the 2005-2006 to the 2006-2007 Percentage of Attendance Report from the Cognos Viewer will be used final data of evaluation.

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Technology Statement

The school will promote equitable and universal access to technology.

### Needs Assessment

Based on the Regional Monthly Inservice Report, teachers attended an average of two workshops in the area of technology. Furthermore, the 2006-07 staff survey results indicate a need for professional development in order to increase teacher usage.



### Measurable Objective

Given an emphasis to increasing teacher usage of technology across the curriculum, eighty five percent of teachers will participate in minimum of three technology workshops during the 2007-08 school year, a ten percentange point increase from those participating in 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain computer lab in order to conduct hands on instruction in computer technology.	Microsystem Technician, Teachers, Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain school web page in order to facilitate technology use for teachers, staff, students, parents and the community.	Media Specialist, and Music Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide Staff Peer-Mentoring in different areas of technology.	Peer Teachers and Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue participation in our annual "La Familia, Technology Week" with our IBM sponsors.	Assistant Principal, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase the amount of professional development for teachers with in-house inservices, technology vendors and district support specialists.	Media Specialists, Teachers, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Infuse technology into the instructional program.	Media Specialist and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to incorporate the electronic gradebook	Media Specialist, Lead Teacher, and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the IBM Reading Companion grant into FLASH, the adult literacy program for students and their families.	Assistant Principal, Reading Coach, FIU Liason	10/16/2007	5/29/2008	Other/ Not Applicable	7437.95

### Research-Based Programs

n/a

### Professional Development

Selected teachers will attend district workshops as well as in-house workshops in different areas of technology such as Edusoft, Electronic Gradebook, Riverdeep, FCAT Explorer Waterford (for selected PreK and Kindergarten teachers) and accessing the Parent Portal on the Miami-Dade County Public Schools website.

### Evaluation

The evaluation component will include the 2007-08 Regional Monthly Inservice Report and the 2007-08 Technology Staff Survey.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Health & Physical Fitness Statement**

The school will promote the overall health and fitness of students and faculty.

### ***Needs Assessment***

Based on the results of the 2006-2007 FITNESSGRAM awards, 92% of students tested in fourth through fifth grade received a gold or silver award. There is still a need to continue to improve the health and fitness of our students.

### Measurable Objective

Given instruction of physical education using the Competency-Based Curriculum, 93% of students tested in fourth and fifth grade will receive a gold or silver award as measured by the results of the 2007-2008 FITNESSGRAM; a one percentage point increase from the results earned on the 2006-2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that an appropriate amount of instructional time is dedicated to improving cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers, Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate school-wide instruction in the classroom of nutritional values as related to the food groups.	Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement "Cafeteria Month" in order to promote healthy eating and nutritional awareness.	Administrators, Teachers, Cafeteria Manager	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct a school-wide Field Day event in order to promote physical fitness.	P.E. Coaches, Teachers, Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a pre-test as a baseline measure utilizing the Fitness Gram.	Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor the physical education program and assessment component.	Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate school-wide policies and programs that encourage health and safety practices	Administrators, School Health Committee Members, faculty	8/20/07	6/5/08	Other/ Not Applicable	
Implement, develop, and monitor in collaboration with Barry University the "Plant a Thousand Gardens Collaborative Nutrition Initiative" grant with second grade students.	Second Grade Teachers, Science Teacher, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

No researched-based program is being utilized at this time.

### Professional Development

Physical Education Teachers at Dr. Carlos J. Finlay will participate in professional development opportunities as provided by the school District.

### Evaluation

A comparison will be conducted between the 2005-2006 FITNESSGRAM results and the 2006-2007 FITNESSGRAM results for students in grades four and five, earning a gold or silver award.

## 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 type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

All students will be given the opportunity to develop an appreciation for the arts through a comprehensive music and art curriculum.

### **Needs Assessment**

Based on the 2006-2007 data, three school-wide activities were planned for students to demonstrate mastery of art and Music objectives as well as express their appreciation for the cultural arts. Students participated in art gallery exhibitions and musical shows, but activities should be expanded to include participation in other areas of the arts, such as oratorical competitions in both English and Spanish as well as, competitions in which student are encouraged to develop their literary and writing skills.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in kindergarten through fifth grade will demonstrate mastery of grade level objectives and an appreciation for Art and Music through their participation in a minimum of two school-wide activities to include; art exhibitions, both in and out of school, writing competitions, oratorical contests, and musical shows, as evidenced by student participation logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase student participating in District 11, Creative Visions Exhibition at the Patricia and Phillip Frost Museum at FIU.	Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct school art exhibits with local, retired community members.	Leadership Team, Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Facilitate parent/student field trips to cultural events.	FLAP/FLASH COORDINATOR	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate instruction of artists and musicians through celebrations of school-wide events, e.g. African-American, Hispanic Heritage, Career Week.	Leadership Team, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate cultural and social awareness through a holiday musical for grades 3-5.	Music Teacher, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote participation in the annual Art Gallery Night	Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote participation in the annual musical talent show.	Music Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate dance movement and artistic expressions through Families Learning Arts Program (FLAP).	FLASH/FLAP Coordinator	9/04/2007	5/29/2008	Other/ Not Applicable	0
Increase student participation in both English and Spanish oratorical contests, such as Feria Ole.	Lead Teacher, Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Encourage participation in literary writing competitions.	Assistant Principal, English Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

### Research-Based Programs

None

### Professional Development

Music and Art Teachers will participate in district training and conferences in their areas of expertise. In addition, each school year, the administration will chose a teacher to participate in the Zelda Glaser Writing Institute, offered in the summer. Furthermore, as a bilingual school, new Spanish teachers will be encouraged to participate in the Summer Bilingual Workshop which exposes and trains begining Spanish teachers in the latest reading and writing strategies.

### Evaluation

Student participation logs collected throughout the 2007 - 2008 school year will indicate a minimum of two school-wide activities planned to assist students in demonstrating mastered objectives in art, music, as well as to develop an appreciation of the arts through art exhibits, musical presentations, oratorical and writing activities.

### Return On Investment Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Return On Investment Statement**

Dr. Carlos J. Finlay Elementary will rank at or above the 72nd percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

Dr. Carlos J. Finlay Elementary's ranking on the State of Florida Return on Investment(ROI)index publication was in the 71st percentile. Although our ranking was in the highest percentile for schools with similar demographics, we will continue to work towards increasing student achievement and maximizing resources, resulting in an increase in our ROI index score .

### Measurable Objective

Dr. Carlos J. Finlay Elementary will improve its ranking on the State of Florida Return on Investment(ROI) index publication from the 71st percentile in 2004 to the 72nd percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Secure grants in order to allocate additional monies and resources to target student's needs.	Administrators, Leadership Team and Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	5000
Identify highly qualified teachers to conduct tutorials for English Language Learners (ELLs).	Administrators, Leadership Team	08/20/2007	06/5/2008	Other/ Not Applicable	6000
Partner with community agencies to assist in the education process of the students.	Administrators, Leadership Team	8/20/2007	06/05/2008	Other/ Not Applicable	6000
Consider reconfiguration of existing resources or taking advantages of a broader resource base, e.g. private foundations, volunteer networks.	Administrators, Leadership Team	8/20/2007	6/05/2008	Other/ Not Applicable	600
Monitor student attendance through the use of COGNOS reports.	Leadership Team, Community Involvement Specialist, Registrar	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrators, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with Florida International University to implement research practices with students in the lowest quartile to increase student achievement.	FIU Liason. Administration	8/20/07	6/05/08	District-wide Literacy Plan	0

### Research-Based Programs

See core subject area goals/objectives.

### Professional Development

See core subject area goals/objectives.

### Evaluation

Dr. Carlos J. Finlay Elementary will show progress towards reaching the 72nd percentile on the next state of Florida ROI index publication.



## **EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i><b>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.</b></i>

**Budget:**

The monies allocated by the state have been approved by EESAC for support staff, materials, and equipment that will enhance students' academic performance and augment the Dual Language Program and the specific individual needs of our students.

**Training:**

EESAC recommends the attendance and promotion of parent/teacher workshops, which are conducted at our school site. They have also agreed with the school's recommendation to continue schoolwide staff development in reading, writing, mathematics, science and technology.

**Instructional Materials:**

To supplement classroom materials, EESAC has the opportunity to preview books, workbooks, computer software, and supplies which will ultimately be obtained to further assist students who are working at a lower academic level and to support the tutorial programs in reading, writing, and mathematics.

**Technology:**

EESAC is made aware of the technological provisions that exist at our school. Our school consists of three to five computers with Internet access and a minimum of one printer per classroom. Also, the Media Center houses fifteen computers with Internet access and a laser printer which are accessible to students, parents, and staff. Finally, our school maintains a computer laboratory with thirty computers with Internet access, two laser printers, a smart board, and various peripheral hardware to enhance the learning environment. An abundance of software is available in the Media Center to compliment the instructional activities across every academic area.

**Staffing:**

EESAC recommends that all staff members be cognizant of all new employees, Florida International University representatives, and volunteers. They also support the recommendations of the hiring of paraprofessionals, hourly certified teachers, and retired teachers to enhance the delivery of our Dual Language Program.

**Student Support Services:**

EESAC recommends the continuation of the process of Child Study Teams and the counseling programs that are provided at our school. The school's counselor, psychologist, speech therapist, and social worker will collaborate to meet the students' needs on an individual basis.

**Other Matters of Resource Allocation:**



# School Improvement Plan 2007-2008



The EESAC recommends the continuation of collaboration with Florida International University through grants that compliment the dual language arts and mathematics programs. Donations made by the school's Dade Partners provide the school with miscellaneous materials that make everyday activities a success. Middle and High School student volunteers, retired teachers, professional collaborations with FIU professors, America Reads and Project Plus employees assist in the intra-curricular and extra curricular programs that promote student success. Our school also provides a family literacy program (FLASH/FLAP) that teaches English to Spanish-speaking adults as well as a homework laboratory for children to complete their assignments.

## **Benchmarking:**

Our school benchmarks and outlines set goals and objectives to be implemented throughout the school year. Assessments, evaluations, and teaching strategies are aligned with the school's action plan in an on-going/yearly basis and reviewed throughout the school year.

## **School Safety & Discipline:**

The EESAC works collaboratively with the faculty and student body to ensure a safe and secure work environment. This entails developing and implementing a school wide discipline program, providing clear and precise goals for securing our school grounds. Furthermore, in-services will be provided to all faculty and staff on school safety, discipline and upcoming security measures.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	33000
Mathematics	3000
Writing	2000
Science	3100
Parental Involvement	0
Discipline & Safety	500
Technology	7437.95
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	17600
<b>Total</b>	<b>66637.95</b>



# 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*