

SCHOOL IMPROVEMENT PLAN 2007 - 2008

John I. Smith Elementary School (5101)

Feeder Pattern - Ronald W. Reagan/Doral Senior High School

Regional Center III

District 13 - Miami-Dade

Principal - Gwendolyn Hines

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

High expectation of student achievement has laid the foundation for John I. Smith's "High Performing School" status for six consecutive school years. Established in 1996, John I. Smith's campus sits on 10 acres and consists of four main buildings, a 16 classroom, two story modular building with elevator, and a Primary Learning Center (PLC). The student population amount tends to fluctuate throughout the year, but is usually maintained within the 1,320 to 1,380 range. John I. Smith services students in pre-kindergarten through grade five, 79 percent of who are Hispanic, 12 percent White, 4 percent Asian/Indian/Multiracial and one percent Black. The school is presently at 110 percent utilization. John I. Smith employs a total of 112 full-time staff members. Within this group are three administrators, one lead teacher, 60 classroom teachers, two art teachers, two and a half music teachers, four physical education teachers, four exceptional student education teachers, nine teachers in the Bilingual department, two media specialists, and two guidance counselors. The average class size in the primary grades (kindergarten-second grade) is 18 students per teacher 22 students per teacher in the intermediate grades third-fifth grade). Thirty five percent of the student population is on free or reduced lunch. The attendance percent for the 2006-2007 school year was 95.87 percent and only 2.37 percent of the student population was retained.

John I. Smith is situated in the center of the City of Doral, a suburb of Miami. Doral is comprised of mostly upper middle class single family homes and town homes, with some rental apartment complexes interspersed. Designed as "A City Within a School", you will find all citizens actively involved in all aspects of the curriculum, while instruction is delivered via a hands-on, minds-on approach. Programs offered during the school day include gifted classes for students in kindergarten through grade five, Teaching Enrichment Activities to Minority Children (TEAM) classes (one per grade level) and Extended Foreign Language (EFL) classes (one per grade level). After school programs include three Academic Excellence Program (AEP) classes (one of which focuses on chess, literature (Great Books), and the other on art), Chorus, Orchestra, and Violin groups and tutorial programs for students in need. After school community classes for students are also offered for a nominal fee. John I. Smith Elementary is part of the Doral feeder pattern and does not participate in the Title I program.

John I. Smith Elementary endeavors to link with the community by recruiting Dade Partners such as Ryder, Publix, McDonalds, Papa Johns, Rinker, Coldstone Creamery, and Florida Rock, encouraging a strong Parent Teacher Association, participating in Kids and the Power of Work (KAPOW). During the 2006-2007 John I. Smith Elementary was awarded the Arts for Learning grant. Arts for Learning is an arts-in-education nonprofit organization dedicated to advancing teaching and learning through the arts and community cultural resources. It provides quality arts-based programs that connect the arts to other core-curriculum subjects to support academic achievement and child development. All Arts for Learning programs teach life and communication skills, support literacy and problem solving skills, foster self-discovery, and build self esteem. In the 2007-2007 school year, our school began with 1 team and presently there are 6 teams of teachers in third, fourth and fifth grade participating in the program. Each team is awarded \$3,000 for supplies and materials.

The John I. Smith community is extremely proud of being rated "A+" school for seven consecutive years by the Florida Department of Education. Strengths include a high percentage of students achieving mastery in Reading (91 percent), Mathematics (88 percent), Writing (90 percent) and Science (61 percent). Scores on the 2007 FCAT Reading Test also indicate that 85 percent of Hispanic students, 79 percent of economically disadvantaged students, and 75 percent of ELL students met the state criteria for NCLB requirements. Fourteen percent of students in grades three through five did not score at or above FCAT Achievement Level 3, and 37 percent of the students scored in the lowest 25 percent did not demonstrate acceptable levels of learning gains. Scores on the 2007 FCAT Mathematics Test indicate that 88 percent of the students in grades three through five have scored at or above FCAT Achievement Level 3. Sixty eight percent of the students demonstrated acceptable learning gains in mathematics. Eighty three percent of Hispanic students, 74 percent of economically disadvantaged students, and 75 percent of ELL students met the state criteria for NCLB requirements. Additionally, the school also met AYP (Adequate Yearly Progress) goals under the NCLB requirements. Twelve percent of students in grades three through five did not score at or above FCAT Achievement Level 3 and 32 percent of students did not demonstrate learning gains. Scores on the 2007 FCAT Science Test indicated that students in grade five scored a mean average of 320 points. Our students scored 25 points above the district and 14 points above the state. Fifty five percent of the students achieved a Level 3 or above.

An ongoing issue and challenge facing the school is the 30 percent mobility rate, stemming from families relocating back and forth from their first residence in Doral to their second residence in their home country in South America. Upon completion of the school year in South America (winter), families often relocate back to Doral and re-enroll at John I. Smith Elementary. This presents an ongoing challenge, affecting the continuity of instruction, as well as the quality of second language acquisition.

In keeping with the mission of the school... "to prepare productive citizens for tomorrow by being productive citizens today..." the 2007-2008 School Improvement Plan will address the following ten objectives:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 88 percent of the students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 10 percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on student attendance, attendance percentage of 95.87 will increase or maintain as documented by district provided annual attendance reports for the 2007-2008 school year.

Given increased emphasis on the use of technology in education, all students will increase their usage and test mastery of the Accelerated Reader (AR) as evidenced by a 10 percent increase in Accelerated Reader tests taken in the 2007-2008 as compared to the amount of tests taken and passed in the 2006-2007 school year.

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will show a 50 percent improvement in physical fitness skills as measured by the 2007 pre and post FITNESSGRAM Test.

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent as compared to the number of referrals in the 2006-2007 school year (82).

John I. Smith Elementary will increase its ranking by 1 percentage point on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot survey, the school has identified two areas for improvement. The first area targeted for improvement is Strategic Planning, which obtained a category score of 3.7. Throughout the coming year the leadership team at John I. Smith will make it a priority to further solicit ideas from the faculty and staff, clarify the role each individual plays in meeting those goals, and give the faculty and staff the tools to gauge their own status in meeting each goal and objective. The second area targeted for improvement is Leadership, which obtained a category score of 3.8. The administration will ensure that faculty and staff are able to secure all resources needed to be effective and feel comfortable with the processes used to achieve goals.



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.

5101 - JOHN I. SMITH ELEMENTARY SCHOOL

VISION

At John I. Smith Elementary School, teachers and students work in a setting where cooperation, respect, unity and love for learning are instilled.

MISSION

We, as citizens of John I. Smith Elementary, pledge to create "A City Within a School" where students, staff, parents, and community members work cooperatively to create an environment in which all children will discover their niche and realize their personal and academic potential. We pledge to create a city where there are no homeless, no rejected, no unwanted, and no resented; a city where every person is valued and every person's talents are needed. We pledge to prepare productive citizens for tomorrow by being productive citizens today.

CORE VALUES



School Improvement Plan

2007-2008



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 Demographics

John I. Smith Elementary is located on 10.49 acres in West Miami-Dade County at 10415 N. W. 52nd Street. The school was built in 1996 to alleviate the overcrowding of other neighborhood schools. John I. Smith's campus sits on 10 acres and consists of four main buildings, a 16 classroom, two story modular building with elevator, and a Primary Learning Center (PLC). There are a total of 74 classrooms, which include a state of the art music suite, art suite, computer lab, and a media center housing a closed-circuit television studio. Internet access is also provided throughout the entire school.

Due to the persistence and tenacity of both our current and former school principal, John I Smith Elementary has always been kept in top condition, receiving scheduled maintenance and painting as needed throughout the years. Capital improvement projects completed during the 2006-2007 school year include the expansion of the parent/visitor parking lot, a new 16 classroom modular building and a parent drop-off/pick-up area in the park by the Primary Learning Center.

John I. Smith is situated in the center of the City of Doral, a suburb of Miami. Doral is comprised of mostly upper middle class single family homes and town homes, with some rental apartment complexes interspersed. The City of Doral contains two elementary schools, John I. Smith and Eugenia B. Thomas Elementary, both of which feed into the city's only middle school, Doral Middle. High school students living in Doral will feed into the newly completed Ronald W. Reagan/Doral Senior High.

John I. Smith services 1,313 students in pre-kindergarten through grade five, 79 percent of who are Hispanic, 12 percent White, 4 percent Asian/Indian/Multiracial and 1 percent Black. Of these groups, 24 percent are English Language Learners, 10 percent are gifted and 7 percent are other exceptionalities such as speech, language, hearing, visually impaired and specific learning disabled. There are 69 SPED students of which 46 are in the inclusion setting and 23 are in the resource setting. The average class size in the primary grades (kindergarten-second grade) is 18 students per teacher 22 students per teacher in the intermediate grades third-fifth grade). Thirty five percent of the student population is on free or reduced lunch.

Most of our Hispanic population hails from various countries in South America. An ongoing issue and challenge facing the school is the 30 percent mobility rate, stemming from families relocating back and forth from their first residence in Doral to their second residence in their home country in South America. Upon completion of the school year in South America (winter), families often relocate back to Doral and re-enroll at John I. Smith Elementary. This presents an ongoing challenge, affecting the continuity of instruction, as well as the quality of second language acquisition.

John I. Smith employees a total of 112 full-time staff members. Within this group are three administrators, one lead teacher, 60 classroom teachers, two art teachers, two and a half music teachers, four physical education teachers, four exceptional student education teachers, nine teachers in the Bilingual department, two media specialists, two guidance counselors, eight paraprofessionals, seven clerical employees and nine custodial workers. The ethnic composition of the school staff is 11 percent White, 14 percent Black and 75 percent Hispanic. Twelve percent of our teachers are beginning teachers and 1 percent is new to the school this year. Over 40 percent of our faculty has advanced degrees and 20 percent hold National Board Certification.

The curriculum is designed so that all core subject areas are integrated through literature-based thematic units that support the Florida Sunshine State Standards. This approach includes cooperative learning, the use of technology as it applies to real-life situations and the support of our media center as the heart of all learning. The school has five full-time, self-contained gifted classes, one TEAM class per grade level in grades one through five, one Extended Foreign Language (EFL) class per grade level, two exceptional student education resource classes and one full-time class for grade kindergarten through second. Accelerated Reader and Standardized Test for Assessment of Reading (S.T.A.R.) are networked throughout the school and used in conjunction with the media center to enhance achievement in reading. School-to-home connections are fostered through school newsletters, the PTA and a Parent Resource Center. Students in need of extra help in mastering the basic skills are serviced through pull-out, small group instruction, additional time dedicated to reading and mathematics instruction, and after school tutorial programs.

John I. Smith Elementary endeavors to link with the community by recruiting Dade Partners such as Ryder, Publix, McDonalds, Papa Johns, Rinker, Coldstone Creamery, and Florida Rock, encouraging a strong Parent Teacher Association, participating in Kids and the Power of Work (KAPOW), providing parent workshops and instituting a program to recruit and train volunteers. The community enjoys the benefit of using the school as a meeting place for the Boy/Girl Scouts and After Care Community Classes.

The John I. Smith community is extremely proud of being rated "A+" school for seven consecutive years by the Florida Department of Education. Strengths include a high percentage of students achieving mastery in Reading (91 percent), Mathematics (88 percent), Writing (90 percent) and Science (61 percent). Opportunities for improvement for the 2007-2008 include a strong focus on the 9 percent of students who did not achieve at or above mastery level in Reading, the 12 percent who did not achieve at or above mastery level in mathematics, the 10 percent who did not score at or above mastery level in writing and the 39 percent who did not score at or above mastery level in science.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot survey indicates that Leadership at John I. Smith Elementary had an average score of 4.1 out of 5 points. The faculty and staff is clear on the organization's mission and vision. The mission is used to guide processes. It further reflects that school community creates a work environment conducive to achieving goals and encourages learning and the sharing of information regularly.

District Strategic Planning Alignment:

The area of Strategic Planning scored lowest on the Organizational Performance Improvement Snapshot survey with a score of 3.8 out of 5 points. This area reflects a need to improve at soliciting ideas from the faculty and staff, clarifying school goals and the role each individual plays in meeting those goals. Furthermore, there was a lack of opportunity to give the faculty and staff the tools to gauge their status in meeting each goal and objective. Through the school's learning communities, more opportunities for collaboration and interaction and clarification will take place in order for our teachers to effectively communicate and receive feedback.

Stakeholder Engagement:

The results from the Organizational Performance Improvement Snapshot survey indicates that Customer and Market Focus received a score of 4.4 and is strong and effective. Faculty and staff communicate regularly and have a good rapport with customers, and in turn customers feel comfortable enough with staff to communicate their needs.

Faculty & Staff:

The Organizational Performance Improvement Snapshot survey results indicates that the school is doing an adequate job at Human Resource Focus. This portion of the survey received a score of a 4.1. Faculty and staff feel safe on the job, enjoy working with their team members, feel empowered to make changes that will improve their work, feel recognized for their efforts and are encouraged to further develop their job skills and prepare for advancement.

Data/Information/Knowledge Management:

Measurement, Analysis, and Knowledge Management ranked highest on the Organizational Performance Improvement Snapshot survey earning a score of a 4.4 and reflects the faculty's strength in analyzing data and making instructional decisions based on data collected.

Education Design:

A score of 4.2 on Process Management portion of the Organizational Performance Improvement Snapshot survey indicates the need to give faculty and staff the tools to be proactive in the collection of their own data and in resource acquisition. The school will provide more opportunities for collaboration and interaction within the school's learning communities in order for our teachers to effectively communicate and receive feedback.

Performance Results:

Receiving a 4.1 on the Business/Performance section of the Organizational Performance Improvement Snapshot survey, is indicative that the school is doing an adequate job in this area. Specifically, in removing obstacles that impede progress, using the time and talent of faculty and staff effectively and in keeping staff abreast of the state of school's finances.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

All students will be able to read on or above grade level

Needs Assessment



School Improvement Plan 2007-2008



Scores on the 2007 FCAT Reading Test indicate that 91 percent of the students in Grades Three through Five have scored at or above FCAT Achievement Level 3, remaining the same as the 2006 administration. Seventy-five percent of the students demonstrated acceptable learning gains in reading, remaining the same as the 2006 administration. In addition, 63 percent of the students scoring in the lowest 25 percent made acceptable learning gains in reading, representing a seven percent decrease from the 2006 administration.

Scores on the 2007 FCAT Reading Test also indicate that 85 percent of Hispanic students, 79 percent of economically disadvantaged students, and 75 percent of ELL students met the state criteria for NCLB requirements: A one percentage point decrease for Hispanic students, and the economically disadvantaged and ELL students remained the same as the 2006 administration. In addition, the school met AYP (Adequate Yearly Progress) under the NCLB requirements.

Great increases were shown in reading in third and fourth grade, however, there was a decrease of 2 percentage points in grade five. Strengths include an increase of 7 total percentage points on school mean scores from 2006 results. Success is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on reading instruction for at risk students, small after school tutorial groups and even smaller, more individualized instruction for tutoring groups of SWD.

Close examination of each cluster indicate that overall performance was strong in all grade levels. Grade five scored high in several strands, with their strength being in Comparisons (earning 78 percent) and their weakest area being in Main Idea/Purpose (65 percent) Grade four scored highest in Words and Phrases (80 percent) and lowest in Reference/Research (75 percent). Grade three strengths are in the Words and Phrases strand (78 percent) and need the most improvement in Reference/Research (50 percent). Implications for instructions have been reviewed with teachers. Instructional timelines/calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

Opportunities for improvement for 2007-2008 include the 14 percent of students in grades three through five who did not score at or above FCAT Achievement Level 3, and the 37 percent of the students scoring in the lowest 25 percent who did not demonstrate acceptable levels of learning gains.

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 based on the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide enrichment activities, in the form of small group instruction and advanced academic classes, to those students consistently meeting benchmark to ensure an appropriate level of challenge for all students.	• Principal • Assistant Principals	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) cycle school-wide in order to support and maintain increased student achievement in Reading.	• Principal • Assistant Principals	8/20/07	6/05/08	Continuous Improvement Model	0
Implement guided reading instruction with all students to increase skills in phonemic awareness, phonics, fluency vocabulary and comprehension.	• Principal • Assistant Principals	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement reciprocal teaching strategies in all classes to enhance reading comprehension skills.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Provide small group instruction and after-school tutorial services for students not meeting benchmark in order to enhance their reading comprehension skills.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	10704.16
Develop an instructional focus timeline and calendar for all grade levels that encompass all tested benchmarks to ensure that all strands are thoroughly covered before state testing.	• Principal • Assistant Principals • Grade Level Chairs	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize Accelerated Reader in grades one through five in order to identify students' independent reading levels, as well as to track progress in reading comprehension throughout the year.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Implement the differentiated instruction approach through the use of learning centers in the classroom.	• Principal • Assistant Principals	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement technology such as Reading Plus for students in grades 3-5 for ninety minutes per week.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Implement FCAT Explorer for students in grades 3-5.	• Teachers • Assistant Principals • Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize data protocol to gather and analyze data that will drive instruction in Reading.	• Teachers • Assistant Principals • Principal	8/20/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Reading- M-DCPS Edition is used as the core research based program. Supplemental resources include Voyager, Quick Reads, Read 180, Waterford, Creating Independence through Student-Owned Strategies (CRISS) and Reading Plus.

Professional Development

Teachers are provided ongoing staff development from district personnel, the School Curriculum Team and grade level chairpersons in order to ensure that all staff members are exposed to best practices. Teachers of Kindergarten will participate in Project Right Beginnings training, First Grade teachers will attend Project Becoming Effective Active Readers (BEAR), Second Grade teachers will participate in project Opening Worlds of Literacy (OWL), Third Grade teachers will attend project Developing Reading and Writing (DRAW) and Fourth and Fifth Grade teachers attend the Reading and Writing Standards workshops. All teachers are provided professional development on the district's Comprehensive Research-Based Reading Plan, Reciprocal Teaching Strategies, Creating Independence through Student Owned Strategies (CRISS), FCAT Explorer, Effective Writing Strategies and Best Practices. Delivery of professional development training includes modeling lessons and follow up activities that ensure the transfer and application of newly learned strategies and techniques.

Evaluation



School Improvement Plan 2007-2008



District Interim Reading assessments, DIBELS, as well as weekly performance based assessments created by teachers will be used as progress monitoring tools. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction on individual benchmarks as needed throughout the school year.

Teachers responsible for tutorial groups will assess weekly to monitor and document mastery/non-mastery of individual FCAT reading benchmarks and revisit skills as needed throughout the duration of the program.

Final evaluation will be the 2007 administration of the FCAT Reading Test reflecting a five percent increase in students scoring at or above state mastery level on SSS Reading.

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

Achievement of high standards in mathematics will increase annually.

Needs Assessment



School Improvement Plan 2007-2008



Scores on the 2007 FCAT Mathematics Test indicate that 88 percent of the students in grades three through five have scored at or above FCAT Achievement Level 3, a 5 percent increase over the 2006 FCAT results. Sixty eight percent of the students demonstrated acceptable learning gains in mathematics, a 2 percent decrease under the 2006 administration.

Scores on the 2007 FCAT Mathematics Test indicate that 83 percent of Hispanic students, 74 percent of economically disadvantaged students, and 75 percent of ELL students met the state criteria for NCLB requirements. This was a 5 percentage point increase for Hispanic students, a 3 percentage point increase for economically disadvantaged students and a 2 percentage point increase for ELL students. Additionally, the school also met AYP (Adequate Yearly Progress) goals under the NCLB requirements.

Detailed cluster analysis indicates that overall performance was strong in most cluster areas. Grade four scored highest in all strands, with their strength being in the area of Geometry (86 percent) and their weakness being Algebraic Thinking and Data Analysis (71 percent). Grade three scored second highest, showing strength in Number Sense and Measurement (75 percent) and a weakness in Algebraic Thinking (67 percent). Grade five needs most improvement overall, scoring the lowest in all strands. Grade five strengths were shown in the area of Measurement (64 percent) and weaknesses were shown in Number Sense (54 percent). Implications for instruction have been reviewed with teachers. Instructional timelines, calendars and lesson plans have been adjusted to reflect the additional instructional time needed to cover weak strands, as well as the enrichment opportunities that exist in strands that have been mastered.

Strengths in mathematics include an increase of nine total points from 2006 results. Success is attributed to many factors such as appropriate grouping of students, small group work, additional time spent on math instruction for at risk students and after school tutorial programs. Opportunities for improvement for 2007-2008 include the 12 percent of students in grades three through five who did not score at or above FCAT Achievement Level 3, as well as the 32 percent of students who did not demonstrate learning gains.

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 based on the Sunshine State Standards, 88 percent of the students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide small group instruction and after school tutorial services for students not meeting benchmark standards in order to enhance their mathematics application skills.	• Principal• Assistant Principals	8/20/07	6/05/08	Continuous Improvement Model	10704.16
Provide enrichment activities in the form of small group instruction and advanced academic classes for those students consistently meeting benchmark to ensure an appropriate level of challenge for all students.	• Principal• Assistant Principals	8/20/07	6/05/08	Advanced Academics	0
Utilize daily Problem of the Day (POD) in grades one through five to build a better foundation for students in mathematics.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Provide all students daily opportunities to engage in authentic problem solving activities, incorporating the use of cooperative learning, manipulatives, critical thinking and oral / written communication of problem solving procedures in order to prepare students for state testing.	• Principal• Assistant Principals	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Implement the Continuous Improvement Model (CIM)cycle school-wide in order to support and maintain increased student achievement in math.	• Principal• Assistant Principals	8/20/07	6/05/08	Continuous Improvement Model	0
Develop an instructional focus timeline and calendar for all grade levels that incorporates district provided Mathematics Long-Range Plans to ensure that all strands are thoroughly covered before the administration of the FCAT.	• Principal• Assistant Principals• Grade Level Chairs	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize technology programs such as FCAT Explorer with fifth grade students and Riverdeep with students in Grades two through five in order to reinforce and enhance skills in mathematics.	• Principal• Assistant Principals	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize data protocol to gather and analyze data that will drive instruction in Mathematics.	• Principal• Assistant Principals •Teachers	8/20/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs

Harcourt Math Florida Edition is used as the core research-based program for mathematics. Other programs utilized include Riverdeep and FCAT Explorer.

Professional Development

Teachers are provided ongoing staff development from district personnel, the School Curriculum Team and grade level chairpersons in order to ensure that all staff members are exposed to best practices in mathematics. Teachers participate in the district training on the Comprehensive Mathematics and Science Plan: Bridges to Career, Inquiry Based Learning, Hands-On Math and SMILE workshops. Delivery of professional development training include model lessons and follow up activities to ensure the transfer and application of newly learned strategies and techniques.

Evaluation

District Interim Mathematics assessments and weekly performance based assessments created by teachers will be used throughout the year for progress monitoring purposes. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction on individual benchmarks.

Teachers responsible for tutorial groups will assess weekly to monitor and document mastery/non-mastery of individual FCAT Mathematics benchmarks and revisit skills as needed throughout the duration of the program.

Final evaluation of this objective will be the 2008 administration of the FCAT reflecting a five percent increase in students scoring at or above state mastery level in SSS Mathematics.

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

Scores on the 2007 FCAT Writing+ indicate that 90 percent of students in grade four met state standards in writing, achieving a combined mean score of 4.1. The score reflects a three tenths decrease when compared to 2006 test results. Seventy six percent of the students scored a Level 4.0 or above, an eight percent decrease from the 2006 administration.

Ninety-nine percent of the students scored a Level 3 and above. A 6 percent increase from the 2006 test results. Seventy three percent of the students scored a Level 4.0 or above on the Narrative writing test, and 76 percent of the students scored a Level 4.0 or above on the Expository writing test.

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 based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a friendly letter writing program in grades one through five using the intraschool post office in order to enhance authentic writing skills.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Implement effective writing strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, show -not-tell and magic words with students in grades one through five in order to enhance writing skills.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Plan and implement a schedule for writing with students in grades one through five that includes daily instruction, prompts and ample practice opportunities across the curriculum to ensure adequate preparedness for the FCAT Writing test.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Ensure that all students in grades one through five are engaged in Daily Oral Language review in order to become more proficient writers.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM)cycle school-wide in order to support and maintain increased student achievement in writing.	• Principal• Assistant Principals	8/20/07	6/05/08	Continuous Improvement Model	0
Incorporate classroom journal writing in kindergarten through grade five in order to provide opportunities for written reflection on concepts learned across the curriculum.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

The writing component of the Houghton Mifflin Reading Series (Support of FCAT Reading and Writing) is used as the core research-based program in writing.

Professional Development

Teachers are provided ongoing staff development from district and region personnel, the school curriculum team and grade level chairpersons in order to ensure that all staff members are exposed to best practices in writing. All teachers are trained in Effective Writing Strategies, Writing Across the Curriculum and Holistic Scoring. Many of our faculty members have also attended the Writing Institute, given during intercession in June, at the University of Miami. Delivery of all training sessions include model lessons and follow up activities to ensure the transfer and application of newly learned strategies and techniques.

Evaluation

FCAT Writing Pre and Post Tests, as well as monthly writing prompts and weekly assessments created by teachers will be administered throughout the year for progress monitoring purposes. Compiled assessment data will be reviewed by teachers and used to further fine tune and/or redirect instruction in the areas of Focus, Organization, Support and Conventions. Final evaluation of this objective will be the 2008 administration of the FCAT Writing+ reflecting a minimum of a one percent increase in students scoring at or above state mastery level in writing.

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"/>

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

Science Statement

All students will achieve high standards in Science.

Needs Assessment

Scores on the 2007 FCAT Science Test indicated that students in grade five scored a mean average of 320 points, a decrease of two points from the 2006 administration, however, our students scored 25 points above the district and 14 points above the state. Fifty five percent of the students achieved a Level 3 or above.

Detailed cluster analysis indicates that students scored highest and the same in the Life and Environmental Science cluster, Physical and Chemical cluster and Scientific Thinking cluster with 58 percent. The lowest score was achieved in the Earth and Space cluster with 53 percent. After examining all clusters, it is determined that room for improvement is needed in all areas specifically Earth and Space Science. For the fifth consecutive year, our students scored the lowest in this cluster and need continued instruction and application in this area. The 2007 scores also showed a decrease in the Life and Environmental cluster from the 2006 administration.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 10 percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate the use of technology for the purpose of research and investigation in grades two through five in order to enhance scientific learning.	• Media Specialists	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize FOSS Kits and related materials in grades kindergarten through five to reinforce science skills outlined in the Sunshine State Standards.	• School Curriculum Team	8/20/07	6/05/08	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) cycle school-wide in order to support and maintain increased student achievement in science.	• Principal • Assistant Principals	8/20/07	6/05/08	Continuous Improvement Model	0
Incorporate inquiry-based learning and the scientific process within each kindergarten through grade five lesson to ensure learners are participating in authentic activities that emphasize scientific thinking in the classrooms and Science Lab.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize manipulatives and hands-on activities in kindergarten through grade five in order to involve students in active teaching and learning.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Coordinate a Science Fair involving the entire school to enhance problem-solving, cognitive thinking and the use of the scientific process.	• Science Committee	8/20/07	1/18/08	Other/ Not Applicable	0
Use science-based literature within the Reading/Language Arts block in all grade levels to reinforce content learned in science.	• Principal • Assistant Principals	8/20/07	6/05/08	District-wide Literacy Plan	10704.16
Utilize and follow district pacing guide for Science to ensure that all concepts are covered and aligned.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize district adopted Scott Foresman Science textbooks with resources, technology, leveled readers, hands-on activities, etc.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize FCAT Explorer in Fifth Grade in order to enhance and reinforce skills in Science.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Use school-based weekly performance benchmark assessments to analyze progress and redirect instruction as needed throughout the year.	• Principal • Assistant Principals • Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize the the Science Interim Assessments provided by the District to gauge the progress of fourth and fifth graders.	• Principal Principals • Assistant Teachers	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize data protocol to gather and analyze data that will drive instruction in Science.	• Principal Principals • Assistant Teachers	8/20/07	6/05/08	Continuous Improvement Model	0

Research-Based Programs

The research-based program used to improve the learning and teaching of science is the Scott Foresman Science series.

Professional Development

Teachers are provided ongoing staff development from district and region personnel, the school curriculum team, and grade level chairpersons in order to ensure that all staff members are exposed to best practices in science. Teachers participate in professional development in the eight science strands, Inquiry-Based Learning, Hands-on Science, Full Option Science System (FOSS) curriculum, as well as Science and Math Integrated with Literacy (SMILE).

Evaluation



School Improvement Plan 2007-2008



School-based weekly performance assessments created by teachers will be used to analyze progress and redirect instruction as needed throughout the year, as well as the Science Interim Assessments (grades 4 and 5) provided by the District. Final evaluation of this objective will be the 2008 administration of the FCAT Science test.

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

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

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children’s education.

Needs Assessment

Results of the 2006-2007 parent volunteer sign up forms indicate that 519 parents participated in the school's parent volunteer program which is 41 percent of student enrollment. This is an increase of 7 percent over the 2005-2006 school year (34 percent).

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a parent resource fair an hour before open house to allow additional time for parents to receive information on the various programs the school has to offer, as well as literature on the parent volunteer program.	• Principal • Assistant Principal • Lead Teacher	8/20/07	9/30/07	Other/ Not Applicable	0
Offer three parent volunteer orientation sessions at the start of each school year to provide parents detailed information on the various opportunities available to parent volunteers.	•Principal •Assistant Principal •Lead Teacher	9/01/07	10/31/07	Other/ Not Applicable	0
Plan and deliver workshops to empower parents with the skills needed to assist teachers and students in the classroom.	•Principal •Assistant Principal •School Curriculum Team	8/20/07	6/05/08	Other/ Not Applicable	0
Provide and maintain a parent resource center in order for parents to have the materials and resources to assist with math and literacy skills.	•Principal •Assistant Principal •Media Specialists	8/20/07	6/05/08	Other/ Not Applicable	0
Implement "Parent Drop-in Day" for all parents the day before school starts in order to familiarize parents with the school and classroom teacher.	• Principal • Assistant Principal • Lead Teacher	8/20/07	6/05/08	Other/ Not Applicable	1000

Research-Based Programs

Not Applicable

Professional Development

Parents will be strongly encouraged to actively participate in school-based FCAT parent workshops, School Advisory Council (SAC) Meetings and District and Region Parental Involvement Workshops.

School administrators and the PTA liaison will speak to faculty and staff to share strategies for encouraging parents to become more active in their child's education. Teachers will be encouraged to join the PTA and share their expertise with parents through participation in parent workshops throughout the year.

Evaluation

Progress monitoring tools for this objective will be parent volunteer lists available from the Office of Community Services' School Volunteer Program (monitored monthly). A final evaluation of this objective will be the district's total record of registered parent volunteers reflecting a minimum of a five percentage point increase in the number of parent volunteers.

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
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Discipline & Safety Statement

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

Needs Assessment

District attendance report data indicates that in the 2006-2007 school year the percent of student attendance was 95.93 percent, an increase of .71 percent from the previous year (95.22). Student membership was 1,291, the average daily attendance was 1,216 and our ranking was 98th in the district.

Measurable Objective

Given an emphasis on student attendance, attendance percentage of 95.87 will increase or maintain as documented by district provided annual attendance reports for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement a school-wide student incentive program that includes quarterly and end of year awards to increase student attendance.	•Principal •Assistant Principal •Attendance Committee •Honor Roll Committee	8/20/07	6/05/08	Other/ Not Applicable	0
Schedule conferences with parents whenever a student has had consecutive unexcused absences.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Follow through with all procedures outlined in the M-DCPS Truancy Intervention Program/School Attendance Team.	• Principal• Assistant Principals• Counselors	8/20/07	6/05/08	Other/ Not Applicable	0
Ensure that teachers are recording excused and unexcused absences properly.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Review and send home the school attendance policy in the student's home language.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Teachers participate in training provided by the administration covering the importance of attendance record keeping, as well the Truancy Intervention Program/Attendance Committee procedures. Parents will attend parent workshops and open house activities which outline the school attendance policy and emphasize the importance of daily attendance.

Evaluation

The progress monitoring tool for this objective will be district quarterly attendance reports. Final evaluation of this objective will be the district end of the year attendance report reflecting a one percent point increase in our annual attendance percentage.

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

Technology Statement

The school will integrate technology in the area of Reading.

Needs Assessment

Accelerated Reader end-of-year report from 2006-2007 indicates that 18,179 AR quizzes were taken from grade one through grade five, a 23 percent increase from the 2005-2006 school year. Out of these, 14,828 passed with a minimum score of 70 percent. This data also indicates that 74 percent of all tests taken were with passing scores. Focus for the 2007-2008 school year will be on increasing the use of technology through participation in the Accelerated Reader program, specifically looking at the amount of tests attempted by students.

Measurable Objective

Given increased emphasis on the use of technology in education, all students will increase their usage and test mastery of the Accelerated Reader (AR) as evidenced by a 10 percent increase in Accelerated Reader tests taken in the 2007-2008 as compared to the amount of tests taken and passed in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for all teachers and students in the use of Accelerated Reader.	• Principal• Assistant Principals• Media Specialists	8/20/07	9/20/07	Other/ Not Applicable	0
Require students in grades one through five to check out Accelerated Reader books weekly and take a minimum of three Accelerated Reader quizzes per month.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Monitor Accelerated Reader data reports monthly and provide students with feedback and incentives as needed.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Enlist the support of parents in the Accelerated Reader program by providing information on the school's AR requirements and keeping them regularly informed on AR levels and student progress.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Install Accelerated Reader in all kindergarten through grade five classrooms.	• Microsystems Technician• Media Specialists	8/20/07	8/31/07	Other/ Not Applicable	0

Research-Based Programs

Accelerated Reader by Reading Renaissance

Professional Development

Teachers participate in Accelerated Reader training given by the either Reading Renaissance, the district, the region or have attended in-house Accelerated Reader training given by our media team. Parents are provided Accelerated Reader information by classroom teachers during open house.

Evaluation

Progress monitoring for this objective will be quarterly Accelerated Reader Activity reports. Final evaluation will be an end-of-year Accelerated Reader report reflecting a 10 percent increase in Accelerated Reader tests taken as compared to 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

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

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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.

Needs Assessment

Scores on the 2006-2007 FITNESSGRAM results indicate that the 433 grade four and grade five students made a 14 percent increase in physical fitness skills.

Measurable Objective

Given instruction using the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will show a 50 percent improvement in physical fitness skills as measured by the 2007 pre and post FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enhance specificity in training by planning and implementing physical education activities directly aligned to assessment component items.	• Principal• Assistant Principals• Lead PE Coach	8/20/07	6/05/08	Other/ Not Applicable	0
Plan and implement the Fit to Achieve program with students in kindergarten through grade five to enhance motivation and physical fitness skills.	• Principal• Assistant Principals• Lead Teacher• Lead PE Coach	8/20/07	6/05/08	Other/ Not Applicable	0
Expose students to a variety of sports-related activities in order to discover each student's strength, increase self-esteem and ultimately encourage lifetime fitness for daily living and overall wellness.	• Principal• Assistant Principals• Lead PE Coach	8/20/07	6/05/08	Other/ Not Applicable	0
Schedule a minimum of 150 minutes of instruction per week dedicated to fitness related activities for all grades, kindergarten through fifth.	• Principal• Assistant Principals	8/20/07	06/05/08	Other/ Not Applicable	0
Develop an instructional focus timeline and calendar for all grade levels that encompass all tested items to ensure that all skills are thoroughly practiced before administration of the FITNESSGRAM.	• Principal• Assistant Principals• Lead PE Coach	8/20/07	8/31/07	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Physical Education teachers participate in district meetings and workshops covering the six national content standards delineated in the National Standards for Physical Education. Additionally, PE coaches attend professional development addressing procedures and implementation of the FITNESSGRAM.

Evaluation

Physical Education teachers will administer pre-tests, progress tests and post-tests. Weekly assessments on skills covered will be used as progress monitoring tools. Final evaluation will be the end-of-year FITNESSGRAM reflecting an increase of 50 percent of the students achieving mastery.

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

Electives & Special Areas Statement

Referrals for the gifted program will increase annually.

Needs Assessment

Records from 2006-2007 indicate that there was a total of 82 gifted referrals. Thirty-two of the referrals were for students in primary grades (kindergarten through grade two) and 42 of the referrals were for intermediate grades (three through five).

Measurable Objective

Given increased emphasis on the benefits of participating in advanced academic programs, the number of gifted referrals will increase by a minimum of 10 percent as compared to the number of referrals in the 2006-2007 school year (82).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Teaching Enrichment Activities to Minority Children (TEAM) with students in grades one through five.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Implement the Extended Foreign Language (EFL) Program in Kindergarten through grade five.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Implement an after-school Academic Excellence Program (AEP) with students in grades three through five.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Implement after school clubs focusing on the fine arts with students in grades three through five.	• Principal • Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Include higher order thinking strategies, authentic problem solving activities and questioning strategies within all lessons in grades kindergarten through grade five.	• Principal • Assistant Principals • Teachers	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

The student services team and administration will meet with all classroom teachers to review the gifted referral procedures and provide information on characteristics of gifted students and qualifications needed for gifted placement. This will ensure that all possible gifted candidates are properly identified and referred.

Evaluation

Final evaluation of this objective will be end-of-year school records.

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

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

Return On Investment Statement

John I. Smith Elementary will rank at or above the 96th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness.

Needs Assessment

The most recent data supplied from the FLDOE indicates that John I. Smith ranked at the 96th percentile on the State of Florida's Return on Investment (ROI) index.

Measurable Objective

John I. Smith Elementary will increase its ranking by 1 percentage point on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	• Principal• Assistant Principals• Lead Teacher• SAC	8/20/07	6/05/08	Other/ Not Applicable	0
Collaborate with district on resource allocation.	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or take advantage of a broader resource base (e.g.- private foundations or volunteer networks).	• Principal• Assistant Principals	8/20/07	6/05/08	Other/ Not Applicable	0
Consider shared use of facilities and/or partnering with community businesses or agencies.	• Principal	8/20/07	6/05/08	Other/ Not Applicable	0
Increase the number of school Dade Partners in order to maximize school-based financial resources.	• Principal• Dade Partner Liaison	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

The school leadership team will participate in district and region workshops dedicated to increasing effective business practices.

Evaluation

Evaluation of this objective will be the results of the next State of Florida Return on Investment (ROI) index publication reflecting a minimum of a 97th percentile ranking as compared to other schools in the state.

EESAC Compliance

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

Budget:

EESAC has been instrumental with its assistance in providing recommendations on how to spend SAC dollars.

Training:

EESAC has analyzed and discussed the professional development needs of teachers and parents.

Instructional Materials:

EESAC has reviewed and put forth for consideration instructional materials to be used in the core subject areas.

Technology:

EESAC has provided funds to purchase software to enhance reading and mathematics instruction.

Staffing:

Members of the EESAC have served on various committees within the school.

Student Support Services:

Members of the EESAC have participated in parent workshops throughout the year, as well as in career fair activities.

Other Matters of Resource Allocation:

EESAC members have identified resources needed by parents in order to enhance family literacy.

Benchmarking:

The EESAC has reviewed and provided input on the instructional goals, strategies and objectives outlined in the SIP.

School Safety & Discipline:

The EESAC has made recommendations to enhance school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10704.16
Mathematics	10704.16
Writing	0
Science	10704.16
Parental Involvement	1000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	33112.48



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