

SCHOOL IMPROVEMENT PLAN 2007 - 2008

North Dade Center for Modern Languages (5131)

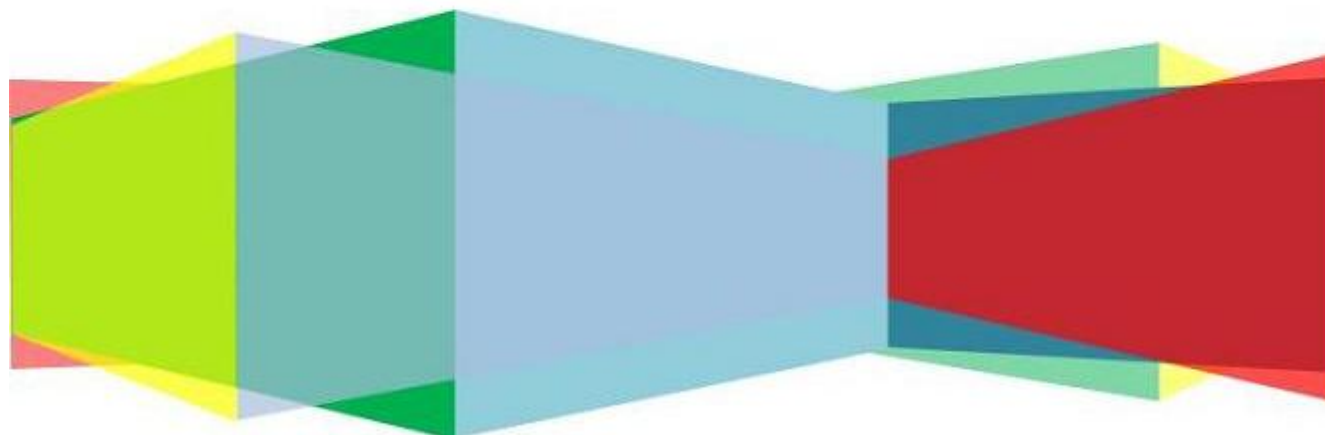
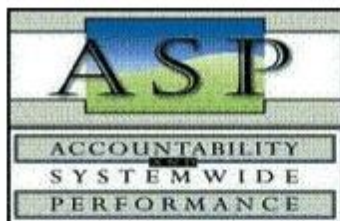
Feeder Pattern - Hialeah-Miami Lakes Senior

Regional Center I

District 13 - Miami-Dade

Principal - Dr. Maria Castaigne

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

North Dade Center for Modern Languages (CML) is a foreign language magnet school. Our school has been established for 19 years. We are housed in the back two wings of North Dade Middle School. We share their auditorium and cafeteria. The school is located at 1840 N.W. 157th Street, Miami, Florida, in a predominantly African-American community. North Dade Center for Modern Languages enjoys a collaborative relationship with our stakeholders and the different communities represented by our diversified student body. Parents, relatives, and community members play important roles in our school's educational environment initiative by donating their time and sharing their knowledge and expertise with our students. As part of the Dade Partners Program, Washington Mutual Bank, World's Finest Chocolate/QSP, and the North Miami Beach Parks and Recreation Department have partnerships with the school. The school enjoys a very active and productive PTA. In addition, the Young Men's Christian Association (YMCA) provides low cost quality childcare in the after-care program.

CML services 419 students with a teacher-to-student ratio of 1:18 in the primary grades and 1:22 in the intermediate grades. This is the only full magnet language program in the north end of the county. Students are transported from 34 target schools, from Miami Beach on the east to Hialeah on the west and from N.W. 79th Street on the south to the Broward county line on the north. We are within the Hialeah-Miami Lakes feeder pattern. The student population consists of 107 (103 Gifted and 4 speech impaired) Special Education (SPED) students and 14 English Language Learners (ELL) students. The racial/ethnic composition of the student body consists of 43 percent Hispanic, 44 percent Black, 5 percent White, and 8 percent other, with 58 percent of the students receiving free or reduced lunch. The mobility rate of the school is 18 percent. North Dade Center for Modern Languages maintains an exemplary attendance average of 97.64 percent.

CML employs 31 full-time classroom teachers, five Gifted teachers, one shared full-time teacher, one guidance counselor, one media specialist, one lead teacher, and one full-time classroom paraprofessional. Of the teaching staff, there are three teachers new to the school. The average length of time teaching is 12 years. The school is an elementary magnet center specializing in modern languages and multicultural education.

Data has provided ample and consistent evidence of instructional success. According to the 2006-2007 administration of the FCAT, ten percent of our students in grades three through five scored Level 1 or 2. Results indicate the need to develop innovative strategies and adjustments to maximize academic performance and overall excellence.

After analyzing pertinent data in conjunction with the Educational Excellence School Advisory Council (EESAC), the following were developed:

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 90 percent of students reaching an achievement Level of 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 86 percent of students reaching an achievement Level of 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will maintain their writing skills as evidenced by 96 percent of students reaching a score of 3.5 or higher on the 2008 administration of the FCAT Writing + Test.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 73 percent of students reaching an achievement Level of 3 or higher on the 2008 administration of the FCAT Science Test.

Given the opportunity, our parent population enrolled as volunteers will be maintained at 83 percent by comparing the results of the 2006-2007 and the 2007-2008 computer generated Parent Volunteer Applications.

Given the continuous attention on attendance, the students will maintain or increase their daily attendance as evidenced on the 2007-2008 Attendance Report as compared to 2006-2007 school year.

Given an emphasis on the use of technology in education, 50 percent of the student population will utilize technology curriculum instruction programs (i.e., FCAT Explorer, Accelerated Reader, and Riverdeep) as evidenced by 2007-2008 computer usage log along with 2007-2008 program reports.

Given instruction using the Sunshine State Standards, 82 percent of fourth and fifth grade students will pass the six component FITNESSGRAM test as documented by the 2007-2008 Physical Fitness Test Report.

Given instruction using the District curriculum and Sunshine State Standards, 76 percent of students will maintain or increase their musical skills as evidenced by their gains in notation reading skills and self-assessment of performance skills on the 2007-2008 school-generated pre and post tests.

North Dade Center for Modern Languages' Return On Investment (ROI) percentile ranking will increase by at least one percentage point.



School Improvement Plan 2007-2008



A review of the May 2007 Organizational Performance Improvement Snapshot (OPIS) Survey indicates that 89 percent of the faculty and staff were in agreement as evidenced by responses of 4.0 and above. However, CML is aware of areas that need improvement. Strategic Planning and the Human Resources Focus were the categories that received the lowest score in comparison to other categories in the survey. In the area of Strategic Planning, grade level articulation with administrators will continue to be conducted monthly through curriculum planning meetings in order to provide common direction for educational practices. In the area of Human Resources Focus, the school's Leadership Team will create action steps and disseminate an instructional focus sheet stating objectives, target areas, instructional and assessment dates based on the needs of all students. Providing teachers with coordinated research based resources will enhance a collective instructional goal. As a result of information compiled by the school, North Dade Center for Modern Languages will continue to provide the best direction to assist students in meeting high academic standards.



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.

5131 - NORTH DADE CENTER FOR MODERN LANGUAGES

VISION

The vision of the North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multicultural, multilingual society.

MISSION

North Dade Center for Modern Languages' faculty and staff have made a commitment to prepare all students for the challenges ahead by providing an academically enriched environment which builds upon the basic skills. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multicultural experiences and mutual respect on the road to becoming bilingual and biliterate citizens in an increasingly internationalized workforce. MOTTO: "Preparing global thinkers for a multicultural world."

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

North Dade Center for Modern Languages (CML) is located on 1.05 acres in north Miami-Dade County at 1840 N.W. 157th Street. Our school was established in 1988. We are housed in the back two wings of North Dade Middle School. We share their auditorium and cafeteria. CML has been retro-wired to provide Internet and intranet access in 100 percent of the classrooms with two or more computer connections in each room. The media center houses a closed circuit television system and Internet access.

CML services 419 students with a teacher-to-student ratio of 1:18 in the primary grades and 1:22 in the intermediate grades. These students are transported from targeted zones. This is the only full magnet language program in the north end of the county. Our students come from 34 target schools, from Miami Beach on the east to Hialeah on the west and from N.W. 79th Street on the south to the Broward county line on the north. We are within the Hialeah-Miami Lakes feeder pattern. Students transition to approximately 12 different county middle schools, magnet, and feeder area schools. The student population consists of 107 (103 Gifted and 4 speech impaired) Special Education (SPED) students and 14 English Language Learners (ELL) students. The ethnic makeup of the student population is 44 percent Black, 43 percent Hispanic, 5 percent White, and 8 percent other. Ten percent of the students scored Level 1 or 2 on the 2006-2007 administration of the FCAT. The mobility rate of the school is 18 percent. North Dade Center for Modern Languages maintains an exemplary attendance average of 97.64 percent with 58 percent of the students on free or reduced lunch.

CML employs a total of 51 full-time staff members, two shared full-time staff members, and five part-time members. This group includes two administrators, 31 full-time classroom teachers, five Gifted teachers, one shared full-time teacher, one guidance counselor, one media specialist, one lead teacher, one full-time classroom paraprofessional, one shared full-time micro-systems technician, two part-time and five full-time clerical employees, one full-time and two part-time security monitors, and one part-time and three full-time custodial service workers. Of the teaching staff, there are three teachers new to the school. The average length of time teaching is 12 years. Ninety-eight percent of the teaching staff are full-time and two percent are part-time. Three percent of our instructional staff has attained a Doctorate degree, six percent have a Specialist degree, 47 percent have a Masters degree, and 44 percent have a Bachelors degree. The ethnic makeup of the teacher population is 28 percent Black (11), 39 percent Hispanic (15), 33 percent White (12), and zero percent other. The Leadership Team is comprised of a primary chairperson, an intermediate chairperson, a special areas chairperson, a United Teachers of Dade (UTD) representative, an Educational Excellence School Advisory Council (EESAC) chairperson, a lead teacher, a counselor, and an administrator.

The school is an elementary magnet center specializing in modern languages and multicultural education. Basic educational services are provided to students in grades one through five. Students also experience two to three hours of Spanish or French each day. There are two components in the Spanish program: an intensive language program and a cooperative education program with the government of Spain. The entire French program is language intensive and provides authentic learning experiences in both language and culture. In our commitment to provide an enriched educational environment we also offer our students Early Bird French and Academic Excellence Program (AEP) Chess. The delivery of full-time Gifted is a key curriculum component to meet the individual needs of CML's large academically motivated population.

North Dade Center for Modern Languages enjoys a collaborative relationship with our stakeholders and the different communities represented by our diversified student body. Parents, relatives, and community members play important roles in our school educational environment initiative by donating their time and sharing their knowledge and expertise with our students. As part of the Dade Partners Program, Washington Mutual Bank, World's Finest Chocolate/QSP, and the North Miami Beach Parks and Recreation Department have partnerships with the school. The school enjoys a very active and productive PTA. In addition, the Young Men's Christian Association (YMCA) provides low cost quality childcare in the after-care program.

School Foundation

Leadership:

The faculty and staff strongly agree on how the school leaders set direction as evidenced by an average score of 4.5 in the Leadership Section of the Organizational Performance Improvement Snapshot Survey. At North Dade Center for Modern Languages, leaders set direction by creating a safe learning environment, sharing information about the organization, and using the organizational values to guide the faculty and staff.

District Strategic Planning Alignment:

The faculty and staff strongly agree with the involvement in the development of the school's goals and objectives as evidenced by an average score of 4.3 in the Strategic Planning Section of the Organizational Performance Improvement Snapshot Survey. North Dade Center for Modern Languages is subject to the requirements of the Florida Department of Education and Florida's High Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District Competency Based Curriculum.

Stakeholder Engagement:

The faculty and staff strongly agree with the level of stakeholders' satisfaction as evidenced by an average score of 4.5 in the Customer and Market Focus Section of the Organizational Performance Improvement Snapshot Survey.

North Dade Center for Modern Languages enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

At the beginning of the school year, North Dade Center for Modern Languages' Parent Teacher Association (PTA) sponsors met with the administration, counselor, and grade level representatives. They discussed activities that would provide assistance to enhance the learning environment for the students.

North Dade Center for Modern Languages enjoys a collaborative relationship with our stakeholders and the different communities represented by our diversified student body. Parents, relatives, and community members play important roles in our school educational environment initiative by donating their time and sharing their knowledge and expertise with our students. As part of the Dade Partners Program, Washington Mutual Bank, World's Finest Chocolate/QSP, and the North Miami Beach Parks and Recreation Department have partnerships with the school. The school enjoys a very active and productive PTA. In addition, the Young Men's Christian Association (YMCA) provides low cost quality childcare in the after-care program.

Faculty & Staff:

The faculty and staff strongly agree with the schools' productive learning environment as evidenced by an average score of 4.3 in the Human Resource Focus Section of the Organizational Performance Improvement Snapshot Survey.

North Dade Center for Modern Languages' faculty and staff conduct grade level planning meetings that result in consistent planning processes, through common lesson plans and delivery of instruction. Vertical planning opportunities are provided yearly in order to review grade level expectations for the following year.

Teacher Mentoring Programs:

The mentoring programs at North Dade Center for Modern Languages facilitate the professional development of teachers. To support new teachers, various mentoring opportunities are provided. Teachers new to the school attend the Beginning Teachers' Orientation to learn about the organizational structure of Miami-Dade County Public Schools. Also, beginning teachers have a grade level chairperson or lead teacher to assist them with any problems or questions that may arise. In addition, new teachers are provided with a professional growth team for assistance in curriculum planning, classroom management, and strategies to implement effective teaching skills as well as the administration of the pre, mid, and post assessments. Department chairpersons assist the teachers with academic improvement plans by providing them with resources and intervention strategies.



School Improvement Plan 2007-2008



Data/Information/Knowledge Management:

The faculty and staff strongly agree with its knowledge and ability to utilize data in order to make informed decisions about the quality of their work. This is evidenced by an average score of 4.6 in the Measurement, Analysis, and Knowledge Management Section of the Organizational Performance Snapshot Survey.

Education Design:

Extended Learning Opportunities:

The faculty and staff strongly agree with the organized effort that drives the schools performance. This is evidenced by an average score of 4.4 in the Process Management Section of the Organizational Performance Improvement Snapshot Survey.

All third, fourth, and fifth grade students at North Dade Center for Modern Languages whose FCAT Sunshine State Standards (SSS) reading and mathematics scores fall within Levels 1 and 2 are provided with sub group tutoring sessions. These sessions are for one hour each, twice a week. Remediation, based on the Sunshine State Standards (SSS), focuses on the students' individual skill deficiencies. The basic classroom teachers provide resources for remediation. Along with remediation, students which scored within Level 1 and 2 in reading are provided with intervention strategies.

Students at the North Dade Center for Modern Languages experience two to three hours of Spanish or French each day. This extension affects the school day by providing an additional hour of instruction, as the school hours are from 8:30 AM – 4:00 PM. Students are also provided an opportunity to integrate content and language studies through a cooperative education agreement with the government of Spain. In our commitment to provide an enriched educational environment, we offer Early Bird French.

As a part of the Academic Excellence Program (AEP), the students are offered the opportunity to participate in a before school chess program to enhance critical thinking skills.

School-Wide Improvement Model:

The research based model implemented at the North Dade Center for Modern Languages is the Continuous Improvement Model, known as the Deming Cycle; this model has been given the name THRIVE:

TEACHERS plan and collaborate to improve their instructional practices.

HAVE teachers identify strengths and determine areas that need improvement through monthly curriculum planning meetings to drive instruction.

REMEDiate to correct deficiencies using small group instruction, flexible grouping, and computer-assisted instruction.

INTEGRATE curriculum to enrich the learning experience.

VARY instruction utilized, such as visual, audiovisual, and technological services.

EVALUATE and analyze student progress allowing us to monitor progress made toward achieving the objectives.

THRIVE follows the logical sequence of the four repetitive steps for continuous improvement (Plan, Do, Study, Act). This model provides students with individual attention and enriched learning experiences.

Advanced Courses Initiatives & Post Unitary Commitments:

North Dade Center for Modern Languages provides students the opportunity for enrichment and acceleration through a self-contained Gifted program in grades two through five. This program offers extended learning opportunities in all subject areas.

To enhance professional development plans, faculty and staff will be provided with opportunities to enroll in leadership activities toward advanced courses and/or learning activities in special areas including Post Unitary Commitments and Diversity Compliance.

Performance Results:



School Improvement Plan 2007-2008



The results of the Organizational Performance Improvement Snapshot (OPIS) Survey indicate that the faculty and staff either strongly agree or agree with all the categories as documented by an average of 89 percent. The highest ranking category as agreed by the faculty and staff was Measurement, Analysis, and Knowledge Management with an average score of 4.6 on a scale of one to five. The categories of Leadership, Customer and Market Focus were all frequently agreed by faculty and staff by an average score of 4.5 on a scale of one to five. Business Results and Process Management are the categories that received an average of 4.4 on a scale of one to five. Human Resource Focus and Strategic Planning are the categories that received an average of 4.3 on a scale of one to five, the lowest score in comparison to other categories in the survey. As a result of information compiled by North Dade Center for Modern Languages, the school will continue to provide the best direction in order to strive for educational excellence.



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will maintain or improve their knowledge and skills in the area of reading needed to master Sunshine State Standards.

Needs Assessment

According to the 2007 FCAT Reading Test results, 88 percent of students have achieved the state required proficiency level. Seventy-five percent have made an annual learning gain in reading. Seventy-five percent of the students scoring in the lowest 25 percent have made an annual learning gain in reading, showing improvement in student achievement. Based on this data, our current need is to have 90 percent of students maintain or exceed the district and state required proficiency level, with 76 percent of the lowest 25 percent making annual gains sufficient to acquire the knowledge, skills, and competencies needed to meet the state required proficiency 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 Sunshine State Standards, students will increase their reading skills as evidenced by 90 percent of students reaching an achievement Level of 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assist students in identifying the author's purpose, message/view point, fact/opinion, literary terms, and effects of language through reading activities to improve reading skills.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Involve students in reading activities, which focus on characters, settings, plot elements, compare/contrast, cause/effect, and inference/conclusions in order to improve knowledge of reading skills in correlation with the District pacing guide and Comprehensive Research Based Reading Plan.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement reading activities, which focus on characteristics of fiction/non fiction, predicting content, identifying personal preferences and response in order to improve reading skills in correlation with the District pacing guide and Comprehensive Research Based Reading Plan.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Participate in reading activities, which focus on support details/facts chronological order, vocabulary skills, clarifying understanding, retelling and summarizing in order to improve reading skills in correlation with the District pacing guide and Comprehensive Research Based Reading Plan.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize computer-assisted programs (Accelerated Reader and FCAT Explorer) to improve reading skills.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	1800
Provide students in the lowest 25 percent with daily reading intervention strategies to strengthen skills needed to acquire the state required proficiency.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Involve students in reading activities using multiple representations of information on a bi-weekly basis to strengthen students' ability to gather information from various reading sources.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/25/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Teachers, FCAT Tutors, Principal and/or Assistant Principal, Media Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Houghton-Mifflin Reading Program
2. Project BEAR
3. Project OWL
4. FCAT Explorer
5. Accelerated Reader
6. Voyager Reading Intervention Program

Professional Development



School Improvement Plan 2007-2008



1. Reading Standards: Best Practices
2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Training
3. Progress Monitoring and Reporting Network (PMRN) Training
4. Houghton-Mifflin Intervention Strategies In-Service
5. District and Regional Center Initiatives In-Service Training
6. Voyager Reading Intervention Program Training
7. Project BEAR Training
8. Project Owl Training

Evaluation

This objective will be summatively evaluated by the scores of the 2008 FCAT Reading Test. Each strategy for this objective will be formatively evaluated through the following:

1. School site generated pre, mid, and post assessments
2. Houghton Mifflin Theme and Unit Integrated Theme Tests
3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments
4. Benchmark reading intervention tests
5. District Interim Assessments in 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will maintain or improve their knowledge and skills in the area of mathematics needed to master Sunshine State Standards.

Needs Assessment

According to the 2007 FCAT Mathematics Test results, 85 percent of students have achieved the state required proficiency level. Fifty-nine percent have made annual learning gains in mathematics. Based on this data, our current need is to have 65 percent of students make an annual learning gain sufficient to acquire knowledge, skills, and competencies needed to meet the state required proficiency 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 Sunshine State Standards, students will increase their mathematics skills as evidenced by 86 percent of students reaching an achievement Level of 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide grade level FCAT Daily Practice to increase awareness of state standards expectations.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Provide parents with materials and workshops to assist students at home with mathematics activities.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize computer-assisted programs (FCAT Explorer and Riverdeep Programs) to improve mathematics skills.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	500
Enhance mathematics skills and build math vocabulary through the use of weekly math journal entries.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Prepare students in mathematics activities, which focus on number sense, concepts, and basic operations in order to improve mathematics skills in correlation with the District pacing guide.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Require students to participate in mathematics activities, which focus on systems of measurement, data analysis, and probability to improve knowledge in mathematical skills in correlation with the District pacing guide.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Involve students in mathematics activities, which focus on geometry, spatial sense, and algebraic thinking in order to acquire higher order mathematical concepts in correlation with the District pacing guide.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Teachers, FCAT Tutors, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Harcourt Mathematics Program
2. Riverdeep
3. FCAT Explorer

Professional Development

1. Mathematics Standards: Best Practices
2. District and Regional Center Initiatives In-Service Training
3. Differentiated Curriculum
4. Creating Independence Through Student Owned Strategies (CRISS) Training.
5. Riverdeep Training

Evaluation

This objective will be summatively evaluated by scores of the 2008 FCAT Mathematics Test. Each strategy for this objective will be formatively evaluated through the following:

1. School site generated pre, mid, and post assessments
2. Mathematics Journal
3. District Interim Assessments in mathematics
4. Harcourt Chapter and Unit Assessments

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will maintain or improve their knowledge and skills in the area of writing needed to master state proficiency levels.

Needs Assessment

According to the 2007 FCAT Writing + Test results, 96 percent of students achieved the state required proficiency level. Based on this data, our current need is to have students maintain or increase their writing skills as evidenced by 96 percent of students reaching a score of 3.5 or higher on the 2008 administration of the FCAT 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 using the Sunshine State Standards, students will maintain their writing skills as evidenced by 96 percent of students reaching a score of 3.5 or higher on the 2008 administration of the FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate on a monthly basis in various writing activities used in journalism and communication careers.	All teachers including foreign language teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Incorporate vivid verbs in building sentences and paragraph structure to improve writing skills.	All teachers including foreign language teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Participate in small group instruction in order to enhance writing skills.	All teachers including foreign language teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Involve students in writing simple paragraphs, incorporating the four types of sentences to improve structure skills in writing.	All teachers including foreign language teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Encourage students to use more descriptive language (adjectives) in constructing sentences and paragraphs to increase the use of vocabulary in their writing.	All teachers including foreign language teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use the District writing pre-test assessment as a teaching tool, to instruct students on how to write expository and narrative paragraphs to increase awareness of state standards expectations.	All teachers including foreign language teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use the Four Square Method pre-planning, to enhance students' writing organizational skills. First and second grade teachers will incorporate Teach Me Writing to enhance their writing program.	All teachers including foreign language teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

1. Houghton-Mifflin Writing Program
2. Teach Me Writing

Professional Development

1. Writing Standards: Best Practices
2. Houghton-Mifflin Intervention Strategies In-Service
3. Creating Independence Through Student Owned Strategies (CRISS) Training
4. District and Regional Center Initiatives In-Service Training

Evaluation



School Improvement Plan 2007-2008



This objective will be summatively evaluated by scores of the 2008 FCAT Writing + Test. Each strategy for this objective will be formatively evaluated through the following:

1. District writing pre, mid, and post assessments
2. District Writing Rubric

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All students will maintain or improve their knowledge and skills in the area of science needed to master Sunshine State Standards.

Needs Assessment

According to the 2007 FCAT Science Test results, 63 percent of our fifth grade students have achieved the state required proficiency level. Evidence gathered indicates our need is to focus on Earth and Space Science along with Life and Environmental Science. Based on this data, our current need is to have 73 percent of our fifth grade students achieve the state required proficiency level.

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 73 percent of students reaching an achievement Level of 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Focus on science process skills integrating instructional objectives to provide students with basic knowledge of science skills.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Incorporate reciprocal teaching techniques to increase students' ability to comprehend and analyze science concepts evidenced by written responses.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Encourage students to participate in activities related to the ecosystem of Florida in order to improve their science skills in the area of Life and Environmental Science.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Require students to participate in hands-on activities through informal assessments to integrate science instructional objectives, allowing students to correlate science skills to basic knowledge.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize the district's science pacing guide to drive instruction in all five science strands.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Involve students in a Science/Technology Fair to improve their understanding of the scientific process as recorded by participation logs.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Correlate science instruction throughout all subject disciplines during monthly school-wide articulation meetings.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

1. Scott Foresman Science
2. Full Option Science System (FOSS) Learning Kits

Professional Development

1. Scott Foresman Science Curriculum Training
2. District and Regional Center Initiatives In-Service Training
3. SECME

Evaluation

This objective will be summatively evaluated by the scores of the 2008 FCAT Science Test. Each strategy for this objective will be formatively evaluated through the following:

1. Informal assessments by teacher
2. Participation logs by grade level
3. Quarterly assessments from the science textbook
4. Science journals
5. District Interim Assessments in science
6. School site generated pre, mid, and post assessments

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Parents will increase participation in their child(ren)'s school and education.

Needs Assessment

According to the 2006-2007 computer generated Parent Volunteer Applications, 83 percent of our parent population were enrolled as volunteers at the school site. Based on this data, our current need is to maintain 83 percent of our parent population enrolled as volunteers for the 2007-2008 school year.

Measurable Objective

Given the opportunity, our parent population enrolled as volunteers will be maintained at 83 percent by comparing the results of the 2006-2007 and the 2007-2008 computer generated Parent Volunteer Applications.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Deliver workshops to empower the parents to assist the students at home.	Counselor, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide parent resource center to disseminate information to parents.	Counselor, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Initiate parents' participation in decision-making groups such as the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC) to improve parental involvement.	Counselor, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Counselor, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct an open house in the fall to encourage parental participation.	Counselor, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Maintain an ongoing line of communication through the usage of flyers, newsletters, interim reports, and parent teacher conferences.	Counselor, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Comply with District mandated parent/teacher conferences to provide parents with students' current academic standing.	Counselor, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

1. National Parental and Family Involvement Program
2. National PTA Standards for Parental Involvement

Professional Development

1. Elementary School Guidance Counselors' Quarterly Workshops

Evaluation

The objective will be evaluated by an increase in the percentage of parents attending school functions as evidenced by documented school records and volunteer logs. Each strategy for this objective will be evaluated through the following:

1. Workshop attendance records
2. Volunteer sign-in logs
3. Students' attendance records
4. PTA sign-in logs
5. EESAC agendas, minutes, and attendance records
6. Open house attendance logs
7. Teacher/parent conference logs

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

All students will maintain or improve attendance for the 2007-2008 school year.

Needs Assessment

According to the Attendance Report for the 2006-2007 school year, our average daily attendance was 97.64 percent. Based on the data our current need is to have students maintain or increase the average daily attendance for our school.

Measurable Objective

Given the continuous attention on attendance, the students will maintain or increase their daily attendance as evidenced on the 2007-2008 Attendance Report as compared to 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor absences by using all resources including Connect-ED, teachers, counselor, and school clerical personnel.	Teachers, Counselor, Data Input Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Truancy Prevention	0
Implement counseling intervention strategies to improve attendance for students who exhibit a pattern of recurrent absences.	Teachers, Counselor, Data Input Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Truancy Prevention	0
Provide individual awards at the completion of the school year to students with 100 percent attendance during the year.	Teachers, Counselor, Data Input Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Truancy Prevention	500
Provide awards for students with five and six consecutive years of perfect attendance.	Teachers, Counselor, Data Input Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Truancy Prevention	500
Exhibit names of students with perfect attendance quarterly.	Teachers, Counselor, Data Input Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Truancy Prevention	0

Research-Based Programs

1. Lee Cantor's Assertive Discipline

Professional Development

1. District Professional Development on school attendance
2. Counselor's Attendance Motivation Workshop

Evaluation

This objective will be evaluated by comparing the 2006-2007 Attendance Report to the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

All students will increase their usage of instructional technology.

Needs Assessment

According to the School Climate Survey for the 2006-2007 school year, 11 percent of parents emphasized a need for the integration of technology in curriculum. Based on this data, our current need is to have students increase their usage of technology programs to support curriculum instruction.

Measurable Objective

Given an emphasis on the use of technology in education, 50 percent of the student population will utilize technology curriculum instruction programs (i.e., FCAT Explorer, Accelerated Reader, and Riverdeep) as evidenced by 2007-2008 computer usage log along with 2007-2008 program reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage students to use Accelerated Reader Program through incentives and recognition.	Teachers, Micro-Systems Technician, Media Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	200
Involve students in research activities through the use of instructional internet activities.	Teachers, Micro-Systems Technician, Media Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Promote parental involvement to enhance student achievement through the use of technology by providing instructional sites for reinforcement (i.e., eharcourtschool.com, Florida Department of Education).	Teachers, Micro-Systems Technician, Media Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide on-site training for teachers and paraprofessionals on implementation of curriculum instruction programs (i.e., FCAT Explorer, Accelerated Reader, and Riverdeep).	Teachers, Micro-Systems Technician, Media Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Monitor student participation in FCAT Explorer, Accelerated Reader, and Riverdeep programs through computer generated reports.	Teachers, Micro-Systems Technician, Media Specialist, Principal and/or Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

1. Riverdeep
2. FCAT Explorer
3. Accelerated Reader

Professional Development

1. Accelerated Reader Training
2. FCAT Explorer Training
3. Riverdeep Training
4. ebook and eharcourt Online Training
5. District and Regional Center Initiatives In-Service Training

Evaluation

This objective will be summatively evaluated through the following:

1. Computer usage log
2. 2007-2008 program reports (Accelerated Reader and FCAT Explorer)

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

All students will maintain or improve skills in the areas of physical fitness needed to master the 2007-2008 FITNESSGRAM test.

Needs Assessment

According to the 2006-2007 Physical Fitness Test, 79 percent of fourth and fifth grade students passed the FITNESSGRAM test. Based on this data, our current need is to focus on having fourth and fifth grade students pass the six component FITNESSGRAM test by an increase of three percent. Based on the FITNESSGRAM results of 2006-2007, we will also need to focus on the effects of proper nutrition and physical activity outside of school hours.

Measurable Objective

Given instruction using the Sunshine State Standards, 82 percent of fourth and fifth grade students will pass the six component FITNESSGRAM test as documented by the 2007-2008 Physical Fitness Test Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Motivate students to complete the mile run/walk by conditioning students to build upon prior times throughout the school year.	Physical Education Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0
Provide nutritional awareness in conjunction with the physical fitness strategies.	Physical Education Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0
Increase flexibility of students by systematically providing exercises to enhance stretching ability.	Physical Education Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0
Participate in current events to enhance reading skills through sports studies.	Physical Education Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0
Reinforce a connection between physical fitness and mathematics through the use of record keeping, data analysis, and problem solving.	Physical Education Teachers, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Student Wellness	0

Research-Based Programs

1. Presidential Physical Fitness Testing

Professional Development

1. District Level Workshops on physical fitness, nutrition, and school safety
2. Elementary School Human Growth and Development Training

Evaluation

The objective will be evaluated by a three percent increase on the 2007-2008 FITNESSGRAM test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

All students in the performing group Troubadours will improve their music performance skills to prepare them for lifelong enjoyment of music.

Needs Assessment

According to the students' audition scores, 72 percent have acquired a level of mastery preparing them for the next level of music performance. They are now ready to acquire the knowledge and skills necessary to become a responsible productive member of a performing group. Based on this data, our current need is to have 76 percent of the students maintain or increase their musical reading and performing skills.

Measurable Objective

Given instruction using the District curriculum and Sunshine State Standards, 76 percent of students will maintain or increase their musical skills as evidenced by their gains in notation reading skills and self-assessment of performance skills on the 2007-2008 school-generated pre and post tests.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with the knowledge of basic music skills in order to improve musical performance skills.	Music Teacher, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Assist students in improving in musical notation to enhance reading skills.	Music Teacher, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Involve students in performances throughout the year that require musical reading and performance skills.	Music Teacher, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Require student participation in instrumental and vocal performance groups.	Music Teacher, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Prepare fifth grade students for auditions to perform in the Superintendent's Honors Music Festival.	Music Teacher, Principal and/or Assistant Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0

Research-Based Programs

1. District Competency-Based Curriculum in music electives

Professional Development

1. State Music Educators' Conference attended by music teacher
2. Selected workshops provided by the District Music Office

Evaluation

The objective will be evaluated through the following:

1. Pretest and posttest
2. Teacher generated quarterly assessments
3. Informal performance assessments in music reading and vocal skills including unison and two-part singing, utilizing rubric scoring
4. Selection for the Superintendent's Honors Music Festival

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

Return On Investment Statement

North Dade Center for Modern Languages will rank above the 60th percentile statewide in the Return On Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004-2005, North Dade Center for Modern Languages ranked at the 59th percentile on the State of Florida ROI Index.

Measurable Objective

North Dade Center for Modern Languages' Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal and/or Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal and/or Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and/or Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal and/or Assistant Principal	8/20/2007	6/05/2008	Business Process Redesign	0

Research-Based Programs

1. Houghton-Mifflin Reading Program
2. Harcourt Mathematics Program
3. Houghton-Mifflin Writing Program
4. Scott Foresman Science Program

Professional Development

1. Houghton-Mifflin Intervention Strategies In-Service
2. Creating Independence Through Student Owned Strategies (CRISS)
3. Scott Foresman Curriculum Training
4. Accelerated Reader, FCAT Explorer, and Riverdeep Training

Evaluation

On the next State of Florida ROI index publication, North Dade Center for Modern Languages will show progress toward reaching the 60th percentile.

EESAC Compliance

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

Budget:

The EESAC has provided specific input on budget allocations that impact curricular innovations in all areas. In addition, the EESAC budget was utilized to purchase supplemental materials for curriculum enhancement and student achievement.

Training:

The EESAC suggested ongoing training for its members and faculty to achieve the goals of the School Improvement Plan such as test preparation and practice. The training was achieved via faculty and curriculum planning meetings as well as EESAC monthly meetings.

Instructional Materials:

Instructional tools were purchased as decided by the individual teachers, department chairpersons, and support staff (media specialist and counselor), with the support of the administration, EESAC chairperson, and United Teachers of Dade Building Steward.

Technology:

The EESAC recommended that its members and the faculty assess and develop the annual needs for technology as an instructional tool. Purchases were approved according to budget allocations. To assist the school in equipment maintenance and purchases, our school Micosystems Technician kept an ongoing needs assessment.

Staffing:

The school had an interview committee to screen candidates for instructional members and non-instructional vacancies. The EESAC chairperson, principal, and Union Steward/Representative are permanent members of the committee.

Student Support Services:

The EESAC suggested that a needs assessment be conducted to survey the areas of improvement or enhancement in student support services. The counselor and EESAC members assisted with the preparation of the goals.

Other Matters of Resource Allocation:

Resource allocations were recommended to be reviewed and enhanced by the active involvement of the school community in the EESAC. The EESAC suggested that its members and the faculty review, by grade levels each nine weeks, the students' pre, mid, and post assessments for modification and/or curriculum enhancement.

Benchmarking:

Every nine weeks, the EESAC members and the faculty reviewed, by grade levels, student progress toward mastery of the Sunshine State Standards for modification and/or curriculum enhancement.



School Improvement Plan 2007-2008



School Safety & Discipline:

To enhance safety and discipline, the EESAC and the faculty encouraged students to participate in several programs including Safety Patrol and Do The Right Thing.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	1800
Mathematics	500
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	1000
Technology	200
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	3500



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