

SCHOOL IMPROVEMENT PLAN 2007 - 2008

South Hialeah Elementary School (5201)

Feeder Pattern - Miami Springs Senior

Regional Center III

District 13 - Miami-Dade

Principal - Dr. Julio T. Carrera

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

South Hialeah Elementary Community Comer School, a school-wide Title I program, is located on the corner of East 5th Street and 2nd Avenue in Hialeah, Florida. South Hialeah Elementary is 83 years old and was the first school built in Hialeah. The school is surrounded by single-family homes and a number of rental developments, resulting in a high rate of mobility among the families of our student population. Even though the area is predominantly Hispanic, the community exhibits a diversity of cultures. Our Dade Partner, McDonalds, supports our school with incentives for the Accelerated Reader and tutorial programs. During the school year 2006-2007, the Florida Department of Education identified our school as an "A" school for the fourth time. Additionally, we met Adequate Yearly Progress (AYP) for three consecutive years.

South Hialeah Elementary Community Comer School serves approximately 1,118 students. The student demographics consist of 95 percent Hispanic, three percent Black, Non-Hispanic, two percent White, Non-Hispanic and one percent Asian/Indian Multiracial. Performance groups in Reading for students in grades three through five consist of 24 percent of students scoring Level 1, 14 percent scoring Level 2, and 67 percent scoring Level 3 and above. Performance groups for Mathematics for students in grades three through five consist of 16 percent scoring Level 1, 16 percent scoring Level 2, and 70 percent scoring Level 3 and above. According to the No Child Left Behind our school has met Adequate Yearly Progress for three consecutive years.

Our staff consists of 55 classroom teachers, six new teachers, four administrators, two counselors, a speech therapist, a media specialist and two paraprofessionals. The student to teacher ratio is 1:22. Our attendance rate is 95 percent and our retention rate is 7 percent of the entire school population. Additionally, our current Feeder Pattern is Westland Hialeah Senior High School. Recently, our school was recognized as a model school for the "School of the Future" due to our high-tech classrooms featuring state-of-the-art "SMART BOARDS" from Kindergarten through grade five. Furthermore, South Hialeah received the National Bronze Recognition Award from the Alliance for a Healthier Generation for being one of the healthiest schools in Nation. Grants awarded to our school include the Reading First Title I grant, the Alliance for a Healthier Generation grant, and the Waterford Early Learning Program grant for Kindergarten English Language Learners (ELL) students.

South Hialeah provides educational programs for ELL students and offers a Special Education (SPED) Program. Specialized programs include: the Accelerated Reader Program, Teaching Enrichment Activities to Minorities (T.E.A.M.), Gifted Program and Academic Excellence Program (AEP) providing acceleration and enrichment activities, and the Literacy Diet Program. In addition, our SPED Program utilizes the inclusion and resource model including learning disabled, emotionally and mentally handicapped students and varying exceptionalities.

The faculty, staff, and Educational Excellence School Advisory Council (EESAC) of South Hialeah Elementary Community Comer Elementary analyzed and evaluated pertinent data regarding student achievement using the Stanford Achievement Test (SAT) results, Florida Comprehensive Assessment Test (FCAT) scores, School Demographics, School Report Card, Climate Survey, and other progress monitoring assessments and tools. Our School Improvement Plan (SIP) is a working tool based on the Continuous Improvement Model (CIM) process that is significant and effective for making on-going changes that result in meeting Florida's first education goal: maximizing student achievement. Goals were based on the school's vision and mission as it relates to federal, state, district, and our school requirements and priorities. Some areas of concern include the learning of our students in a community that is highly mobile. Many families move in and out of the area before their child can master new skills and retain competence in skills already taught.

Commitment to the implementation of the SIP will be ensured by monitoring the effectiveness of the strategies at targeted points throughout the school year. As a result, the following objectives have been identified as school-wide priorities for the 2007-2008 school year.

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

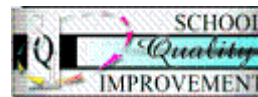
Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

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

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

School Improvement Plan

2007-2008



Given the school wide emphasis on parental and community involvement, South Hialeah 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 year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, students will augment their usage of the Reading Plus Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on health and physical fitness, the number of students in grades Kindergarten through five will eat breakfast at school as evidenced by an increase of 10 percent of students eating breakfast in the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on the benefits of participating in the string program, the number of students participating in the string program will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.

South Hialeah Elementary Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

In order to successfully achieve the objectives identified by our school, and based on the results gathered from the Organizational Professional Improvement Snapshot (OPIS) there are challenges identified as needs of improvement for this school year. These areas include: involving the faculty and staff in the financial decision-making and planning process for the future of the school. In order to increase the staff involvement in the planning process for the future of the school, surveys will be utilized to collect ideas from the staff. In addition, the administrative team, Educational Excellence School Advisory Council (EESAC), Comer School Development committees and our Parent Teacher Association (PTA) are part of a team that is involved in financial budgeting at South Hialeah. These committees will continue to invite our staff and other members of our community to the EESAC, Comer, PTA committee meetings and budget meetings.



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.

5201 - SOUTH HIALEAH ELEMENTARY SCHOOL

VISION

The parents, students, teachers, and community are the educational entities that ensure our students achieve the maximum educational experience with an extensive variety of educational programs empowering not only our students but also our community to become one entity. We are dedicated to the development of the "whole" child. Our beliefs are guided by the African proverb, "It takes a whole village to raise a child."

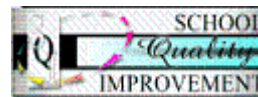
MISSION

The mission of South Hialeah Elementary Community Comer School is to accept the challenge of preparing our students to reach their greatest potential and become responsible and contributing members of our school and the community. We are dedicated as a Comer School to the developmental path ways: physical, psychological, ethical, social, language and cognitive. These developmental pathways drive the actions of our school.

CORE VALUES



School Improvement Plan 2007-2008



Leadership

We at South Hialeah Elementary Community Comer School are committed to establishing an environment that generates creative thinking, collective responsibility, and collaborative action. Therefore, we are dedicated as a Comer School to involve our staff in the decision making process. Our beliefs are guided by the African proverb, "It Takes a Whole Village to Raise a Child."

High Expectations

We are committed as a team to maximizing the use of available data, resources and strategies, while seeking experience and support of others, removing obstacles in order to maintain our grade of "A".

Goal Setting

In our efforts to establish goals for the new school year we are faced with the obstacles of removing new challenges as regards to the staff, students, and community. Our EESAC, teachers, staff, community members, and parents work together as we "Think Big" and establish the best goals for pursuit of excellence for our school.

Equity

We value the diversity of our community and staff members by working to develop and respect distinctive talents, honoring the uniqueness of all individuals, identifying and dismantling obstacles, to establish a workplace environment conducive for all members.



School Improvement Plan 2007-2008



School Demographics



School Improvement Plan 2007-2008



South Hialeah Elementary Community Comer School is a Title I school, built in 1942, located on the corner of East 5th Avenue and 2nd Street in Hialeah, Florida. The school was designed by the prominent architect, Walter C. de Garmo, in a Spanish Colonialist Revivalist style which was popular in the 1920's. It was built in 1923 and first opened its doors on February 14, 1924. This historical landmark sits on 5 acres and continues to house thousands daily and maintain the great tradition of educating the community it surrounds. During the 2006-2007 school year, the school was newly renovated and received an additional structure consisting of 29 classrooms with state-of-the-art technology, newly designed offices, and a highly innovative cafetorium. The portables at the school were removed and will be replaced with a state-of-the-art basketball court, playing field, and Physical Education shed and storing facility.

South Hialeah Elementary Community Comer School offers unique facets that contribute to the success of our school. Some aspects include: the only Gifted Program in our community, educational programs for ELL students such as Accelerated Reader, Teaching Enrichment Activities to Minorities (T.E.A.M.) and the Academic Excellence Program (AEP) which provide acceleration and enrichment activities for students, and the Literacy Diet Program. In addition, our SPED Program utilizes the inclusion and resource model including learning disabled, emotionally and mentally handicapped students and varying exceptionalities. Areas of concern that impede the schools' success include high rate of mobility among the students.

South Hialeah Elementary Community Comer School serves approximately 1,118 students. Of the 1,118 students at our school site, there are 17 pre-Kindergarten students, 169 Kindergarten students, 166 grade one students, 182 grade two students, 215 grade three students, 159 grade four students and 210 grade five students. The student demographics consist of 95 percent Hispanic, three percent Black, Non-Hispanic, two percent White, Non-Hispanic and one percent Asian/Indian Multiracial. Of this total, 84 percent are economically disadvantaged, 69 percent receive free lunch and 15 percent receive reduced meals. Of the 163 SPED students, five percent have specific learning disabilities and six percent are gifted. Additionally, four percent are participating in an inclusion model. Of the total population of our school, 86 percent are ELL students. The ELL students consist of 13 percent Level 1; 6 percent Level 2; 13 percent Level 3; 24 percent Level 4; 39 percent Level 5.

South Hialeah Elementary Community Comer School has a total of 106 full-time staff and 79 part-time staff members for the 2007-2008 school year as compared to 107 full-time staff and 71 part-time staff members for the 2006-2007 school year. Our staff consists of 55 classroom teachers, six new teachers, four administrators, two counselors, a speech therapist, a media specialist and two paraprofessionals. Thirty-seven staff members have Masters Degrees, seven hold Specialist Degrees, and three hold Doctoral Degrees. Seventy-seven percent of the instructional staff is Hispanic, 15 percent is Black, and 9 percent is White, Non-Hispanic. Additionally, four-percent of the instructional staff members are National Board Certified. Our non-instructional staff includes 13 custodians, six security monitors, two part-time cafeteria monitors and 12 cafeteria workers. The teacher to student ratio is approximately 1:18 in Kindergarten, 1:22 in first grade, 1:22 in second grade, 1:19 in third grade, 1:20 in fourth grade, and 1:22 in fifth grade. An area of concern includes the high mobility of the teachers. Therefore, our school has developed a mentoring program utilizing our grade-level chairpersons to serve as mentors for the beginning teachers at our school. The teams meet weekly with their chairpersons to discuss curriculum, school developments, monitor student achievement and to provide professional developments.

South Hialeah Community Comer School has a strong and effective leadership team. The Principal, Primary Assistant Principal and Secondary Assistant Principal, Community School Assistant Principal, United Teachers of Dade Union Stewart, EESAC Chairperson, the EESAC members, Comer Facilitator, Reading Coaches, Comer Committee Chairpersons and the Curriculum Committee supervise and monitor student progress. In addition, the designated grade-level chairpersons act as liaisons with grade groups to further support teachers and assist to implement the instructional program.

South Hialeah Community Comer School trend data for attendance at the school level is 96 percent in 2006-2007 as compared to 94 percent in the 2005-2006 school year. Retention rates at the school level are 7 percent, 2 percent below the District average. Our students graduate at the end of grade five. The students transition to Miami Springs Middle School. Our current Feeder Pattern is Westland Hialeah Senior High School which is located on West 40th Street and 18th Avenue in Hialeah, Florida. This 21st century school currently serves 682 students and strives to prepare its student population to succeed in an increasingly competitive, diverse, and global community.

The staff at South Hialeah Elementary Community Comer School provides traditional and innovative educational services through the Comprehensive Research-Based Reading Plan (CRRP) utilizing the Houghton Mifflin Reading program. The Reading First Title I grant was awarded to our school and assists with the implementation of this program. Our Dade Partner is McDonalds and supports our school with incentives for the Accelerated Reader and tutorial programs. In addition, the school's SPED program includes learning disabled, emotional and mentally handicapped students. The curriculum embraces an educational initiative through the Academic Excellence Program (AEP). Two components of the AEP include art appreciation through photography and hands-on science. Other grants awarded to our school include the Alliance for a Healthier Generation grant and the Waterford Early Learning Program grant for Kindergarten English Language Learners (ELL) students.

South Hialeah Elementary Community Comer School has identified strengths, opportunities for improvement, and challenges. The results of the 2007 FCAT reading, mathematics, writing, and science test indicate a significant improvement as compared to the 2006 FCAT. South Hialeah's challenges as addressed by the OPIS survey include involving the faculty and staff in the financial decision-making and planning process for the future of the school. Parents, students, teachers, community members, the EESAC, and Comer School Community program, will participate in the implementation of this plan.

School Foundation

Leadership:

Based on the Organizational Performance Improvement Snapshot results (4.2) teachers and staff felt that they know and understand South Hialeah's mission. Further attention needs to be focused on including teachers and staff in the decision making process of the school. In order to increase the staff involvement in the planning process for the future of the school, surveys will be utilized to collect ideas from the staff. Our school is dedicated to the Comer philosophy, "It Takes a Whole Village to Raise a Child." Therefore, administration will utilize the Comer, EESAC, and PTA committees to evaluate the surveys and involve teachers and staff in the decision making process of our school.

District Strategic Planning Alignment:

Based on the Organizational Performance Improvement Snapshot results (4.0) teachers and staff felt that appropriate feedback is given on a timely basis on their work. Further attention will be given to solicit ideas and involve the teachers and staff in the organization and planning of our school and the School Improvement Plan (SIP). Additionally, we will clarify school goals and the role each individual plays in meeting those goals.

Stakeholder Engagement:

Based on the Organizational Performance Improvement Snapshot results (4.4) teachers and staff felt that they know and value the customers of the school. Further attention will be given to increase communication and in our efforts, to develop a good rapport with customers.

Faculty & Staff:

Based on the Organizational Performance Improvement Snapshot results (4.1) teachers and staff felt that they collaborate effectively with their coworkers and share best practices that improve their work. Further attention will be given to improve the recognition of their work and provide professional growth and feedback.

Data/Information/Knowledge Management:

Based on the Organizational Performance Improvement Snapshot results (4.4) teachers and staff felt that they understand the use of technology in analyzing data to review and determine the assessment results in order to make instructional decisions. Further attention will be given to offer professional development in analyzing data through technology.

Education Design:

Based on the Organizational Performance Improvement Snapshot results (4.2) teachers and staff felt that through Professional Assessment and Comprehensive Evaluation System (PACES), district and state reports, and in-house school reports they collect data about the quality of their work. They also felt that through this data, instruction is driven. We have many extended learning opportunities for students throughout the year in the area of academics as well as the fine arts. Further attention will be given to obstacles that interrupt the process of teaching and learning.

Performance Results:

Based on the Organizational Performance Improvement Snapshot results (4.2) teachers and staff felt that they are satisfied with their work. Further attention will be given to involve teachers and staff to participate in the decision making of how the funds will be distributed in the school.



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 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

Results of the 2007 FCAT reading test indicate that 53 percent of grade three students, 36 percent of grade four students, and 44 percent of grade five students tested did not score at Level 3 or above. The data attained from the School Performance Accountability Results indicate that 39 percent of all students did not achieve high standards in reading, 27 percent of all students did not make learning gains and of the lowest 25 percentile 38 percent did not make adequate progress.

Upon reviewing the data of the 2006-2007 content cluster-reading results the following weaknesses were evident for each grade level: students in grade three decreased by 25 percent in the area of Reference and Research and decreased by 15 percent in the area of Main Idea/Purpose. Students in grade four decreased by seven percent in the area of Main Idea/Purpose. Students in grade five decreased by one percent in the area of Word/Phrases. Desegregation of data concludes there is a need for increased focus on Research/Reference and Main Idea/Purpose in grade three, Main Idea/Purpose in grade four, and Word/Phrases in grade five.

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, the number of students meeting high standards in grades three through five will increase by 5 percentage points 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 opportunities for classroom teachers in grades Kindergarten through five to share best practices, teaching techniques, and develop long-range plans for students below, on and above grade level in reading to promote professional development.	Grade level Chairpersons K-5	08/20/07	05/30/08	District-wide Literacy Plan	4000
Utilize the community school's after-school tutoring program to assist students performing on and below grade-level in grades three through five in reading.	Community School Assistant Principal	09/24/07	05/30/08	Continuous Improvement Model	13000
Provide students in grades Kindergarten through five weekly computer-assisted instructions and remedial tutorial lessons to promote the use of technology in reading.	Technology Specialist	09/24/07	05/30/08	Continuous Improvement Model	43000
Utilize the Accelerated Reader Program for students in grades one through five to promote reading comprehension for students below, on and above grade level in reading.	Administration, Reading Coaches, Media Specialist and Technology Specialist	09/04/07	05/30/08	Continuous Improvement Model	18000
Utilize the Voyager Passport Reading Intervention program before, during and after-school in grades Kindergarten through five to assist students that are performing on and below grade level in reading.	Administration and Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	50000
Implement the Continuous Improvement Model (CIM) in grades Kindergarten through five to improve student achievement in reading.	Administration and Reading Coaches	08/20/07	05/30/08	Continuous Improvement Model	4000
Deliver instruction using the Houghton Mifflin reading series for students in grades Kindergarten through five utilizing whole and small group instruction and reteaching strategies to ensure that all learning needs are met.	Reading Coaches	08/20/07	05/30/08	District-wide Literacy Plan	64000
Utilize the Reading Plus Program before, during and after-school in grades three through five to assist students that are performing below grade level in reading.	Administration, Classroom Teachers and Technology Specialist	09/24/07	03/27/08	District-wide Literacy Plan	22000
Utilize the Regional Center III Data Debriefing Protocols to conduct data debriefing sessions.	Administration	08/20/07	05/30/08	Continuous Improvement Model	5000

Research-Based Programs

1. Houghton Mifflin Reading Series.
2. Waterford Early Learning Reading Program in Kindergarten.
3. Voyager Passport Reading Intervention Program in grades Kindergarten through five.
4. Reading Plus Program in grades three through five.

Professional Development

Professional development will be provided in the following areas:

1. Creating Independence Through Student-owned Strategies (CRISS) for classroom teachers in grades one through five, quarterly.
2. Houghton Mifflin Reading in-services for teachers in all grades, quarterly and as needed.
3. Accelerated Reader/STAR-Advanced for teachers in grades Kindergarten through five, annually.
4. Project Right Beginning for Kindergarten, Project B.E.A.R. for grade one, Project O.W.L. for grade two, Project D.R.A.W. for grade three, annually.
5. Reciprocal Teaching in-services, Reading Benchmark Strategies techniques in-services, Guided Reading in-services for newly hired teachers as well as professional developments scheduled by the District Reading/Language Arts Department, monthly.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by the scores on the 2008 FCAT Reading test. Score reports from the Houghton Mifflin Reading integrated theme tests, district interim reading assessments, Florida Department of Education (FLDOE) quarterly reading FCAT tests for grades three and four, quarterly STAR assessments and interim DIBELS assessments will be used to monitor progress toward this objective. In addition, the disaggregated data from the Blast Off and Reading Plus tutoring program will be used to monitor progress for students below grade level.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics test indicate that 27 percent of grade three students, 23 percent of grade four students, and 40 percent of grade five students tested did not score at Level 3 or above. The data attained from the School Performance Accountability Results indicate that 31 percent of all students did not achieve high standards in mathematics and 25 percent of all students did not make learning gains and of the lowest 25 percentile 19 percent did not make adequate progress.

Upon reviewing the data of the 2006-2007 content cluster-mathematics results, the following weaknesses were evident: students in grade three decreased by 17 percent in the area of Algebraic Thinking and decreased by nine percent in the area of Number Sense. Students in grade four remained the same in Measurement, Data Analysis and Algebraic Thinking. Students in grade five remained the same in the area of Algebraic Thinking and Data Analysis. Desegregation of data concludes there is a need for increased focus on Algebraic Thinking and Number Sense in grade three, Measurement, Data Analysis, and Algebraic Thinking in grade four and Algebraic Thinking and Data Analysis in grade five.

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, the number of 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
Implement the CIM in grades Kindergarten through five to improve student achievement in mathematics.	Administration	08/20/07	05/30/08	Continuous Improvement Model	2000
Identify low performing students in grades three through five based on disaggregated data from the Harcourt Brace Inventory quarterly assessments and provide small group tutorial services before, during and after-school that will help monitor student progress and implement data driven instruction.	Administration	08/20/07	05/30/08	Continuous Improvement Model	49000
Provide students in grades Kindergarten through five weekly computer-assisted instructions and remedial tutorial lessons to increase mathematics achievement.	Classroom Teachers	08/20/07	05/30/08	Continuous Improvement Model	19000
Utilize the Acaletics Program in grades one through five to increase mathematics skills for students below, on and above grade level.	Administration, Technology Specialist, and Classroom Teachers	08/20/07	05/30/08	Continuous Improvement Model	43000
Provide opportunity for classroom teachers in grades Kindergarten through five to share best practices, teaching techniques, and develop long-range plans for students below, on and above grade level in mathematics to promote professional development.	Grade level Chairpersons K-5	08/20/07	05/30/08	Continuous Improvement Model	4600
Utilize the Regional Center III Data Debriefing Protocols to conduct data debriefing sessions.	Administration	08/20/07	05/30/08	Continuous Improvement Model	5000

Research-Based Programs

1. Harcourt Mathematics series utilized in grades Kindergarten through five.
2. Acaletics Mathematics Program utilized in grades one through five.

Professional Development

Professional development will be provided in the following areas:

1. "Best Practice" for second grade teachers, annually.
2. Equity in Mathematics and Science in-service for teachers in grades three through five, quarterly.
3. Acaletics Program training for teachers in grades one through five, quarterly.
4. District mathematics and science in-service for teachers in grades Kindergarten through five, quarterly.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics test. Score reports from the Harcourt Brace Mathematics inventory assessments, weekly chapter tests, Florida Department of Education (FLDOE) quarterly mathematics FCAT tests for grades three and four, district interim assessments, and the Acaletics data analysis reports will be used to monitor progress toward this objective. In addition, the disaggregated data from the Blast Off tutoring program will be used to monitor progress for students below grade level.

Writing Goal

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

Florida Education Priorities

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

Results of the 2007 FCAT Writing test indicate that nine percent of the students in grade four did not meet high standards as compared to 14 percent of students not meeting high standards in 2006. The data attained from the School Performance Accountability Results indicates that 18 percent of the students in grade four did not score Level 3.5 or above in Expository writing and 19 percent in Narrative writing. Disaggregated data concludes there is a need for increased focus on Narrative writing in grade four.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the CIM in grades Kindergarten through five to improve student achievement in writing.	Administration	08/20/07	05/30/08	Continuous Improvement Model	2000
Provide a common planning time for teachers in grades three through five to collaborate and partner evaluate students writing to eliminate reader bias for students below, on and above grade level in writing.	Administration	08/20/07	05/30/08	Continuous Improvement Model	3000
Implement the "Writer of the Month" Program for students in grades Kindergarten through five, display copies of students' work, and reward students to promote writing across the grade levels for students that are below, on and above grade level in writing.	Administration	08/20/07	05/30/08	Continuous Improvement Model	1000
Implement and monitor school developed writing timeline for grades Kindergarten through five to ensure that all writing components are taught to students that are on or above the desired proficiency level in writing.	Administration and Grade level Chairpersons	08/20/07	05/30/08	Continuous Improvement Model	3000
Utilize teacher mentors to provide opportunities for teachers in grades three through five to participate in professional development activities focused on writing strategies and techniques for students below, on and above grade level.	Administration and Writing Coordinator	08/20/07	05/30/08	Continuous Improvement Model	4620
Utilize technology to type selected final writing samples in grades three through five to motivate students to use the writing process for students below, on and above grade level.	Technology Specialist	08/20/07	05/30/08	Continuous Improvement Model	3000

Research-Based Programs

1. Houghton Mifflin utilized in grades Kindergarten through five.

Professional Development

Professional development will be provided in the following areas:

1. South Hialeah Writing Workshops (Narrative/Expository), quarterly.
2. Zelda Glazer Writing Institute, annually.
3. Melissa Forney's Race Around Florida Writing Training, annually.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing +. District prompts and our monthly South Hialeah Writes Mock Writing tests will be used to monitor progress toward this objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All students will be able to apply the scientific method.

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test (FCAT) Science indicated that 67 percent of the students in grade five did not score at Level 3 or above. Upon reviewing the data of the 2006-2007 content cluster-science results, the following weaknesses were evident for students in grade five: Students in grade five need to increase in the area of Physical/Chemical by 50 percent, Earth/Space by 47 percent, Life/Environmental by 50 percent and Scientific Thinking by 50 percent. Desegregation of data concludes that there is a need for increased focus in the areas of Physical/Chemical, Earth/Space, Life/Environmental and Scientific Thinking in grade five.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the CIM utilized in grades Kindergarten through five to improve student achievement in science.	Administration and Science Facilitator	08/20/07	05/30/08	Continuous Improvement Model	2000
Utilize the District's suggested pacing guide for grades Kindergarten through five in order to guide instruction for students below, on and above grade level in science.	Administration and Classroom Teachers	08/20/07	05/30/08	Continuous Improvement Model	5000
Initiate participation in quarterly school-wide Title I science workshops for parents in grades one through five to provide strategies that will assist them in supporting their children in their academic achievements.	Community Involvement Specialist	08/20/07	05/30/08	Continuous Improvement Model	9000
Provide opportunities for teachers in grades three through five to participate in professional development activities that focus on curriculum, instruction, and assessment utilizing the Sunshine State Standards in science for students below, on and above grade level.	Administration	08/20/07	05/30/08	Continuous Improvement Model	5000
Provide opportunities for students in grades kindergarten through five to participate in hands-on science projects to promote the exploration and the importance of science using a wide variety of resources.	Administration	08/20/07	05/30/08	Continuous Improvement Model	16000
Identify students performing below, on and above grade level in grades three through five based on disaggregated data from quarterly assessments to assist in monitoring student progress and implementing data driven instruction in science.	Administration	08/20/07	05/30/08	Continuous Improvement Model	9000
Utilize the Regional Center III Data Debriefing Protocols to conduct data debriefing sessions.	Administration	08/20/07	05/30/08	Continuous Improvement Model	5000

Research-Based Programs

1. Scott Foresmen Science Florida Edition for teachers in grades Kindergarten through five.

Professional Development

Professional development will be provided in the following areas:

1. District Mathematics and Science in-service for teachers, annually.
2. Science FCAT Strategies in-service for teachers in grades three through five, quarterly.
3. District Scott Foresmen in-service for teachers in grades Kindergarten through five, annually.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science test. Score reports from the interim science tests will be used to monitor progress toward this objective.

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

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input 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

Parent participation sign-in logs during the 2006–2007 school year indicate that 20 percent of parents in grades Kindergarten through five did not attend school-sponsored activities, events and workshops. There is an overall need to increase parental involvement for students in grades Kindergarten through five.

Measurable Objective

Given the school wide emphasis on parental and community involvement, South Hialeah 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 year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Parent Compact (Title I parent contract) for students in grades Kindergarten through five to identify the role of parents within the school to encourage a connection between the teacher, school and home.	Community Involvement Specialist and Classroom Teachers	08/20/07	05/30/08	Continuous Improvement Model	4000
Utilize South Hialeah's Comer Committees, PTA, and Community School to involve parents of students in grades Kindergarten through five in various activities with staff and students to encourage parental involvement and participation in their children's education.	Comer Facilitator, PTA President, and Community School Assistant Principal	08/20/07	05/30/08	Continuous Improvement Model	5000
Utilize the Connect-ED telephone system to inform parents of students in grades Kindergarten through five of current events, workshops, and activities to provide support for the continued improvement of students' academic needs.	Administration and Community Involvement Specialist	08/20/07	05/30/08	Continuous Improvement Model	6800
Facilitate monthly reading, mathematics, writing and science workshops for parents and community members to keep them up-to-date with current techniques and strategies utilized in the classroom.	Administration and Community Involvement Specialist	08/20/07	05/30/08	Continuous Improvement Model	5000
Encourage parents' participation in decision-making groups such as the Parent Teacher Association (PTA), People Acting for the Community Together (PACT) and the Educational Excellence School Advisory Council (EESAC) to improve parental involvement.	PTA President, EESAC Chairperson, and Community Involvement Specialist	09/05/07	05/30/08	Continuous Improvement Model	1500

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided in the following areas:

1. Parental Involvement Workshops (English and Spanish), monthly.
2. Individual Educational Plan (IEP), Progress Monitoring Plan (PMP) and School Support Team (SST) training, annually.
3. Title I Parent Fair, annually.
4. District Bilingual Parent Outreach in-services, monthly.
5. Parent Academy workshops, quarterly.

Evaluation

This objective will be evaluated and monitored by using data from the Title I monthly parent contact report, sign-in logs, activity rosters, signed parent compacts and the average number of parents and community members attending school-sponsored activities, events, and workshops for the 2007-2008 school year as compared to the 2006-2007 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

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

Needs Assessment

The number of student behavior referrals during the 2006–2007 school year indicates that 29 percent of students were referred for disciplinary problems in grades Kindergarten through five. Data from the Student Services/Case Closure Breakdown report indicates that there is an overall need to decrease the number of student behavior referrals for students in grades Kindergarten through five referred for disciplinary problems by 10 percent.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the Student Code of Conduct with parents of students in grades Kindergarten through five to increase their awareness of student expectations.	Administration and Community Involvement Specialist	09/05/07	05/30/08	Continuous Improvement Model	2000
Utilize the Parent Compact (Title I parent contract) for students in grades Kindergarten through five with behavioral problems to identify the role of parents within the school to encourage a connection between the teacher, school, and home.	Administration and Community Involvement Specialist	09/04/07	09/21/07	Continuous Improvement Model	7000
Initiate parent conferences in grades Kindergarten through five for students demonstrating behavioral problems.	Administration	08/20/07	05/30/08	Continuous Improvement Model	2000
Provide opportunity for classroom teachers in grades Kindergarten through five to share classroom management techniques and develop disciplinary plans for students with disciplinary problems.	Administration, Counselors and Community Involvement Specialist	08/20/07	05/30/08	Continuous Improvement Model	2000
Ensure that teachers are implementing their discipline plan in grades Kindergarten through five to decrease the number of behavior referrals.	Administration	08/20/07	05/30/08	Continuous Improvement Model	500
Initiate student orientation in the cafeteria for students in grades Kindergarten through five to discuss school rules and review student code of conduct to increase student awareness of their expectations at school.	Administration and Counselors	08/22/07	08/22/07	Continuous Improvement Model	500

Research-Based Programs

Not Applicable

Professional Development

1. Professional development will provide training to teachers and students on behavior modification by utilizing techniques, annually.
2. Bullying workshops will be provided to teachers and students by counselors, quarterly.
3. Children Psychiatric Center (CPC) in-services for teachers, annually.

Evaluation

This objective will be evaluated and monitored by using data from the Student Services/Case Closure Breakdown report that indicate the number of student behavior referrals for the 2007-2008 school year as compared to the 2006-2007 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

Results from the 2006–2007 school year Reading Plus status reports indicate that 45 percent of students in grades three through five utilized technology through the Reading Plus Program. Therefore, there is a need to increase the number of students utilizing the Reading Plus Program by 10 percent for the school year 2007-2008.

Measurable Objective

Given an emphasis on the use of technology in education, students will augment their usage of the Reading Plus Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the CIM in grades Kindergarten through five to improve the usage of technology.	Technology Specialist, Computer Teacher, and Classroom Teachers	09/24/07	05/30/08	Continuous Improvement Model	2000
Schedule semi-annual in-services for parents of students in grades three through five to provide technology instruction on promoting the usage of Reading Plus and FCAT Explorer at home.	Technology Specialist and Computer Teacher	09/24/07	03/28/08	Continuous Improvement Model	1000
Identify low performing students in grades three through five based on disaggregated data from quarterly assessments and provide small group tutorials utilizing the Riverdeep program.	Technology Specialist, Computer Teacher, and Classroom Teachers	09/04/07	05/30/08	Continuous Improvement Model	13000
Schedule semi-annual in-services for teachers of students in grades three through five to assist in the usage of the Reading Plus program and the FCAT Explorer program to promote professional development.	Technology Specialist and Computer Teacher	09/24/07	03/28/08	Continuous Improvement Model	3000
Utilize the Reading Plus program as a tutorial in grades three through five to assist with all students.	Technology Specialist, Computer Teacher, and Classroom Teachers	09/24/07	05/30/08	Continuous Improvement Model	2000

Research-Based Programs

1. Reading Plus program District training for students in grades one through five.
2. FCAT Explorer program training for students in grades three through five.
3. Waterford Early Learning Reading for students in Kindergarten.

Professional Development

Professional development will be provided in the following areas:

1. Reading Plus program training for teachers in grades one through five, annually
2. FCAT Explorer program training for teachers in grades three through five, semi-annually.
3. Attend Waterford training for Kindergarten teachers, annually.

Evaluation

This objective will be evaluated and monitored by using status reports from the Reading Plus program for the 2007-2008 school year as compared to the 2006-2007 school year.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

The results from the district meal reports indicates that 34 percent of students in grades Kindergarten through five are eating breakfast at school. Therefore, there is a need to increase the number of students in grades Kindergarten through five by 10 percent.

Measurable Objective

Given an emphasis on health and physical fitness, the number of students in grades Kindergarten through five will eat breakfast at school as evidenced by an increase of 10 percent of students eating breakfast in the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize classroom teachers to promote health education to students in grades Kindergarten through five on the importance of eating breakfast.	Cafeteria Manager	10/01/07	04/25/08	Continuous Improvement Model	2000
Schedule in-house field trips from 4-H University of Florida and Miami-Dade AHEC health programs for students in grades Kindergarten through five to emphasize the importance of eating breakfast.	Grade level Chairpersons K-5	10/08/07	01/07/08	Continuous Improvement Model	4000
Schedule annual in-services for parents of students in grades Kindergarten through five to provide information on the importance of eating breakfast.	Cafeteria Manager, Community Involvement Specialist and PTA	10/08/07	01/07/08	Continuous Improvement Model	1000
Utilize our Scott Foresmen Science textbook to instruct students in grades Kindergarten through five on various topics concerning health issues and the importance of eating breakfast.	Administration and Classroom Teachers	08/20/07	05/30/08	Continuous Improvement Model	6000
Implement "Eat Breakfast With Your Child Day" for students in grades Kindergarten through five to promote healthy eating habits.	Cafeteria Manager and PTA	11/05/07	12/03/07	Continuous Improvement Model	1500

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided in the following areas:

1. Counselors and cafeteria manager will train students on the importance of eating breakfast, annually.
2. Classroom teachers will train students on the importance of eating breakfast, quarterly.

Evaluation

This objective will be evaluated and monitored by using data from district meal reports for the 2007-2008 school year as compared to the 2006-2007 school year.

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

The results from the attendance logs indicate that 14 percent of students in grades three and four participated in the string program for the school year 2006-2007. Therefore, there is a need to increase the number of students participating in the string program in grade three and four by ten percent.

Measurable Objective

Given emphasis on the benefits of participating in the string program, the number of students participating in the string program will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule quarterly in-services for music teachers of students in grades three and four to improve proficiency in teaching and playing musical instruments using the Suzuki method.	Music Teachers	10/01/07	05/30/08	Continuous Improvement Model	3000
Invite parents of students in grades three and four who participate in the string program to motivate students to observe in-house concerts of students playing viola, violin and cello.	Music Teachers	10/01/07	05/30/08	Continuous Improvement Model	1000
Schedule weekly music instruction for the students in grades three and four to improve proficiency in playing string instruments.	Music Teachers	10/01/07	05/30/08	Continuous Improvement Model	1000
Schedule field trips to expose students in grades three and four to appreciate, participate and observe professional musicians using an array of string instruments to motivate continued participation in the program.	Music Teachers	10/01/07	05/30/08	Continuous Improvement Model	3000
Schedule field trips to expose students in grades three and four to appreciate, participate and observe professional musicians using an array of string instruments to motivate continued participation in the program.	Music Teachers	10/01/07	05/30/08	Continuous Improvement Model	2630

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided in the following area:

1. Music teachers will attend string workshops provided by the district, quarterly.

Evaluation

This objective will be evaluated and monitored by using the string club attendance logs for the 2007-2008 school year as compared to the 2006-2007 school year.

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

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

Return On Investment Statement

South Hialeah will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005-2006, South Hialeah ranked at the 70th percentile on the State of Florida ROI index.

Measurable Objective

South Hialeah Elementary 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.	Administration	08/20/07	05/30/08	Continuous Improvement Model	1000
Collaborate with the district on resource allocation.	Administration	08/20/07	05/30/08	Continuous Improvement Model	3000
Consider collaboration with other schools about their use of financial resources in relation to school programs.	Administration	08/20/07	05/30/08	Continuous Improvement Model	5000
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Administration, EESAC and PTA	08/20/07	05/30/08	Continuous Improvement Model	2500
Consider shared use of facilities, partnering with community agencies.	Administration, EESAC and PTA	08/20/07	05/30/08	Continuous Improvement Model	1000

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, South Hialeah Elementary will show progress toward reaching the 90th 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:

Educational Excellence School Advisory Council (EESAC) recommended that the school provide educational materials to enhance student achievement. Also, EESAC recommended utilizing the funds for duplicating paper, disk drives, ink cartridges, updated software, string instruments, and furnishings for students, teachers and staff. Additionally, EESAC recommended continuing funding the field trip for students who excel in our Accelerated Reading Program (AR) and promoting the Safe Schools Initiative by assisting with the purchase of two-way radios for security monitors, custodians, and the crisis team. EESAC members will promote the attendance of teachers and staff to participate in EESAC meetings and to assist with the financial decision-making process.

Training:

EESAC recommended by consensus that reading coaches provide in-services in reading. Selected teachers will continue to attend in-services in mathematics, reading, writing, and science. These teachers will share the information acquired from the in-services with other staff members. Additionally, we recommended that on-going training be presented by our technology specialist on the usage of Smart Boards and Electronic Gradebook. Furthermore, in-services will be provided by our Community Involvement Specialist (CIS) and our assistant principals to our parents with information on a variety of subject areas including reading, writing, mathematics, and science.

Instructional Materials:

EESAC recommended that the testing coordinators and the reading coaches identify testing practice materials for FCAT and give teachers the opportunity to select the items best suited for their students' needs.

Technology:

EESAC recommended that funds continue to be utilized for duplicating paper, disk drives, ink cartridges and updating computer software for students, teachers, and staff.

Staffing:

EESAC members participated on the interviewing committees to select new personnel.

Student Support Services:

EESAC recommended that selected members participate in the continuation of counseling programs offered by Miami Children's Hospital and Children Psychiatric Center services.

Other Matters of Resource Allocation:

EESAC recommended that substitute teachers will be provided by the principal to allow teachers to participate in various programs such as; the annual Technology Conference in Orlando and the Comer Conference held at the Sheraton Hotel.



School Improvement Plan 2007-2008



Benchmarking:

EESAC recommended continuing the implementation of Voyager Reading Intervention program as our tutorial for reading and the Acaletics program for mathematics.

School Safety & Discipline:

EESAC recommended the continuation of programs such as D.A.R.E., T.R.U.S.T., Do the Right Thing Program, and Caught You Doing Something Good.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	223000
Mathematics	122600
Writing	16620
Science	51000
Parental Involvement	22300
Discipline & Safety	14000
Technology	21000
Health & Physical Fitness	14500
Electives & Special Areas	10630
Return On Investment	12500
Total	508150



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