

SCHOOL IMPROVEMENT PLAN 2007 - 2008

South Miami Heights Elementary School (5281)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Maria Pabellon

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

South Miami Heights Elementary School, located on 6.54 acres at 12231 SW 190 Terrace in Miami, Florida, shares its name with the surrounding subdivision. Established in 1959, it is comprised of three portable classrooms, and 40 regular classrooms. A stand-alone media center and a stand-alone art/music suite were completed during the 1998-1999 school year. The school was retrofitted in the early 1990's. The economic level of the school population is primarily low as evidenced by 89 percent of students qualifying for free or reduced priced meals.

Student Demographics

South Miami Heights Elementary School serves approximately 750 pre-kindergarten through grade five students from a diverse and culturally rich neighborhood. The school has an ethnic breakdown of five percent White, 19 percent African-American, 73 percent Hispanic, and three percent Other. Our school population is further broken down as 10 percent Students With Disabilities, 18 percent Limited English Proficiency, 89 percent economically disadvantaged students and five percent gifted students. The student population is comprised of 49 percent male students and 51 percent female students. South Miami Heights Elementary School's Voluntary Pre-K program serves 18 students. Third through fifth grade is comprised of approximately 425 students, of whom 73 are Level 1 in reading, 68 who are Level 1 in mathematics, 42 who are Level 2 in reading, and 66 who are Level 2 in mathematics. The mobility rate of the school is approximately 31 percent.

Unique Aspects: STRENGTHS

South Miami Heights Elementary is a generational community school that enjoys the support of area families. Parents of students living outside the schools boundaries but who attend special programs (Severely Emotionally Disturbed (SED) are invited and encouraged to participate in all activities. Many of the staff members live in the community and continue to establish a positive rapport. The School Climate Survey demonstrated an overall rating of A- by all stakeholders. The Title I program contributes supplemental financial and technical support. Two South Miami Heights Elementary teachers are National Board certified.

Unique Aspects: AREAS OF CONCERN

Some disadvantages that impede South Miami Heights Elementary's success is the high mobility rate of our students in general and our increased population of Severely Emotionally Disabled (SED) students in particular, as well as multiple incidents of Baker Act issues plaguing our SED students. Lack of attendance during the school year at tutoring services and summer school inhibit our attempts at remediation for some of our identified AYP subgroups. A new K-8 Charter School with low teacher- student ratio is also recruiting our high achievers while promoting their continuous education through the K- 8 concept. Magnet schools in our area also recruit our high achieving students. At least ten percent of those students opting for charter schools, McKay Scholarships, magnet programs, etc. are returned to South Miami Heights after the initial FTE period due to behavior. Inexperienced and out-of-field teachers have contributed to the horizontal decline in achievement of our students.

Teacher Demographics

South Miami Heights Elementary School's leadership team is comprised of a principal, assistant principal, reading coach, mathematics leader, and grade/subject area chairpersons. There are thirty-three certified classroom teachers, six SPED teachers, one gifted teacher, one elementary guidance counselor, one itinerant speech therapist, one itinerant art therapist, one full-time behavior management teacher, one media specialist, one art teacher, one music teacher, two physical education teachers, one English for Speakers of Other Languages (ESOL) teacher, three spanish teachers, one reading coach, one mathematics leader, four full-time paraprofessionals, two part-time media paraprofessionals, a microsystems computer technician, and one full-time community involvement specialist employed at the school. There are 26 teachers with a Bachelor's degree, 26 teachers with a Master's degree, and one teacher with a Specialist degree. The ethnic composition of the staff is 28 percent White Non-Hispanic, 19 percent Black Non-Hispanic, 51 percent Hispanic, and two percent Asian/American Indian. It is anticipated that three teachers will be taking a paternity leave during the 2007-2008 school year.

Class Size/Teacher-to-Student Ratio

South Miami Heights Elementary has an average class size of 18 in kindergarten through third grade and an average class size of 22 in grades four and five. The Specific Programs for Educationally Disabled (SPED) Severely Emotionally Disturbed (SED) self-contained classes have an average class size of 18. The average student-to-teacher ratios are 1:18 in kindergarten through grade three, and 1:22 in grades four and five. These student-teacher ratios are at state-level requirements as evidenced by data reported on the District and School Profile Report.

Attendance Rate

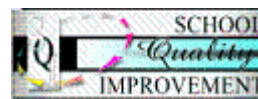
South Miami Heights Elementary students maintained an average attendance rate of 94.9 percent during the 2006-2007 school year. The average attendance rate for the 2006-2007 school year for the district was 94.96 percent and Region VI was 94.74 percent.

Promotion/Graduation/Retention Rates

South Miami Heights Elementary School had 31 retentions at the end of the 2006-2007 school year. (Kindergarten – 4 out of 105



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students; first grade – 9 out of 107 students; second grade – 7 out of 135 students; third grade – 11 out of 140 students; fourth grade – 0 out of 165 students; fifth grade – 0 out of 101 students). Promotion rates for each grade level are as follows: kindergarten 96 percent; first grade 92 percent; second grade 95 percent; third grade 92 percent; and fourth and fifth grade 100 percent. Included in these percentages are twenty third grade students who were promoted due to the following “Good Cause” (GC) criteria: GC#1 (LEP students who have had less than 2 years of instruction in an ESOL program) 3; GC#2 (Students with Disabilities whose IEP’s indicate that participation in the FCAT is not appropriate.) 0; GC#3 (Students who demonstrate an acceptable level of performance on the alternative assessment – FCAT NRT) 1; GC#4 (Students who demonstrate, through a portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.) 7; GC#5 (Students with disabilities who participate in the FCAT, and who have an IEP or Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade one, grade two, or grade three.) 7; and GC#6 (Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one, grade two, or grade three for a total of two years.) 2.

Feeder Pattern

South Miami Heights Elementary School is in the Miami Southridge Senior High School Feeder Pattern. South Miami Heights Elementary School feeds into Arthur and Polly Mays Middle Community School, Cutler Ridge Middle School and Centennial Middle School. The feeder pattern is comprised of 17 schools, including one senior high school with a grade of F, three middle schools with grades of D, D, and C respectively. Based upon their home address, students from South Miami Heights Elementary usually enter one of the three middle schools upon promotion from fifth grade.

Special Programs

South Miami Heights Elementary School provides student services that promote successful academic achievement and self-esteem. The Title I Program, a federal grant for economically disadvantaged students provides schools with funds to supplement the academic services provided to students through additional staff and/or materials. The Academic Excellence Program (AEP) provides students with opportunities to develop critical thinking, creativity and leadership skills. The gifted program provides high achieving students with opportunities to enhance their higher order thinking skills and creativity. Multiple tutorial services, including the Saturday Academy, provide opportunities for the average and/or low-achieving students to remediate or improve their deficiency. The Future Educators of America (FFEA) work collaboratively with other students and teachers in an effort to optimize student achievement as they learn the fundamentals of becoming future educators.

School Community Relations/Partners

Building upon a 40 percent increase in Dade Partners during the 2006-2007 school year, South Miami Heights Elementary School continues to enjoy the assistance and technical contributions of district and regional personnel. Our district School Board members and their staff participate in school and community functions as well as provide outside resources, materials, student activities and grant opportunities. Programs include, but are not limited to, the Parent Academy and the Bilingual Parent Outreach Program. Additionally, the school benefits from the participation of an active PTSA. South Miami Heights Elementary has secured various community agencies and organizations, such as Miami-Dade Fire Rescue, Baptist Hospital, and Publix to contribute their expertise. These organizations have contributed their time and resources and have provided/ participated in activities such as Career Week, a Toy Drive, a Food Basket and Clothing Drive, and a Books for Disadvantaged Students Drive (featured in the Miami Herald). Additionally, these organizations have provided funds and materials for camping opportunities for Special Education (SPED) students.

Grants

South Miami Heights Elementary School has been awarded several grants. Carnival Cruise Lines/ Miami Zoological Society Grant (through the school’s district school board member) was awarded to increase student achievement in reading and writing at the fourth and fifth grade level. The Waterford Early Reading Grant, geared to Limited English Proficient (LEP) students, promoted computer-related reading skill development activities. IDEA grants were received for behavior management activities geared to Severely Emotionally Disturbed (SED) students. IDEA grants were also received in the area of School Readiness for Pre-kindergarten students. A Qualified Zone Academy Bonds (QZAB) grant has also been received for the 2007-2008 school year to enhance technology.

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.

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 % meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

Given instruction based on the Sunshine State Standards, 55 percent of students in grade five will score a Level 3 or higher on the 2008 FCAT Science Test.

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

Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a decrease in the number of indoor suspensions, from 1 percent during the 2006-2007 school year to 0 percent during the 2007-2008 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2007-2008 school year, an increase of 68 percent as compared to the 2006-2007 school year.

Based on the recommendations of the Florida Department of Education, students in grades two through five will improve their fitness as evidenced by 77 percent of students passing the 2007-2008 FITNESSGRAM, an increase of 2 percent as compared to the 2006-2007 FITNESSGRAM.

Given an emphasis on participation in, and appreciation of, the arts, 50 percent of students in grades two through five will participate in the Annual Arts Festival during the 2007-2008 school year as evidenced by participation rosters, an increase in participation of 5 percent as compared to the 2006-2007 school year participation rosters.

South Miami Heights Elementary will improve its ranking on the State of Florida Return On Investment index publication from the 53rd percentile in 2004-2005, to the 54th percentile on the next publication of the index.

Analysis of South Miami Heights Elementary School's "Organizational Performance Improvement Snapshot Assessment (OPIS)" indicates a high level of stakeholder satisfaction, in the areas: Measurement, Analysis, and Knowledge Management, Customer and Market Focus, Leadership, Business Results, Process Management, Human Resource Focus, and Strategic Planning, as indicated by 93 percent of the category score rankings averaging 4.0 or above (based on a scale of 1-5 where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following Business Results, sub-categories 7c, "I know how well my organization is doing financially" and 7e, "my work location removes things that get in the way of progress," as being in need of improvement. In order to address these areas of concern, South Miami Heights Elementary will continue to identify and provide additional staff development that will enable staff members to develop an improved understanding of the school's budget and allocated resources.



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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.

5281 - SOUTH MIAMI HEIGHTS ELEMENTARY SCHOOL

VISION

The vision of South Miami Heights Elementary is focused on helping students develop into life-long learners, as well as engaged productive members of society who put knowledge to work. Students are nurtured, challenged and encouraged to reach the extent of their potential. Individual student needs are identified and met in an effort to help each student reach his/her full potential.

MISSION

Our mission at South Miami Heights Elementary is to create a positive learning environment that empowers students, staff, parents, and the community to pursue literacy, knowledge, and life skills that will prepare our students for the challenges and expectations of the twenty-first century. "It Takes a Whole Village to Raise a Child." Building upon this concept, each student's strengths and abilities will be nurtured through the following four main components: Promote literacy throughout the school and foster life-long readers. Cultivate students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to their school and community. Implement a schoolwide technological program that includes critical thinking, writing and problem-solving strategies. Develop students' personal responsibility to promote decision-making in daily life. By implementing these components, we envision a school in which students are active learners, positive thinkers, and proud citizens of their global village.

CORE VALUES



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South Miami Heights Elementary School holds the following beliefs as the motivation for services provided by the school: a commitment to bridge the gap between school and career, and to develop the desire to continue as lifelong learners. Therefore, South Miami Heights Elementary School believes that its responsibility is to its students, faculty and staff, and to the community and society that it serves.

School Demographics

South Miami Heights Elementary School, located on 6.54 acres at 12231 SW 190 Terrace in Miami, Florida, shares its name with the surrounding subdivision. Established in 1959, it is comprised of three portable classrooms, and 40 regular classrooms. A stand-alone media center and a stand-alone art/music suite were completed during the 1998-1999 school year. The school was retrofitted in the early 1990's. The economic level of the school population is primarily low as evidenced by 89 percent of students qualifying for free or reduced priced meals. South Miami Heights Elementary School serves approximately 750 pre-kindergarten through grade five students from a diverse and culturally rich neighborhood. The school has an ethnic breakdown of five percent White, 19 percent African-American, 73 percent Hispanic, and three percent Other. Our school population is further broken down as 10 percent Students With Disabilities, 18 percent Limited English Proficiency, 89 percent economically disadvantaged students and five percent gifted students. The student population is comprised of 49 percent male students and 51 percent female students. South Miami Heights Elementary School's Voluntary Pre-K program serves 18 students. Third through fifth grade is comprised of approximately 425 students, of whom 73 are Level 1 in reading, 68 who are Level 1 in mathematics, 42 who are Level 2 in reading, and 66 who are Level 2 in mathematics. The mobility rate of the school is approximately 31 percent.

School Foundation

Leadership:

The leadership team at South Miami Heights Elementary is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven. However, staff is encouraged to implement new/innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. School leaders provide support and opportunities for professional and personal growth. The leadership team actively seeks involvement from the staff and community in an effort to provide an effective educational continuum. Results of the 2007-2008 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the leadership category received an average score of 4.3 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

District Strategic Planning Alignment:

South Miami Heights Elementary School's goals are delineated in the school's mission. These goals include: 1) developing life-long readers and learners; 2) improving students' self-esteem by providing opportunities where they can contribute their cultural values and traditions to the school and community; 3) developing technologically proficient learners who are capable of utilizing critical thinking, writing skills and problem-solving strategies; and 4) developing students' personal responsibility to promote decision-making in daily life. South Miami Heights Elementary School is committed to helping students begin to bridge the gap between school/career, and to developing the desire to continue as lifelong learners. Results of the 2007-2008 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the strategic planning category received an average score of 4.1 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Stakeholder Engagement:

South Miami Heights Elementary School strives to link with the community in several ways. By creating partnerships with local businesses, the school keeps up with the changing needs of the diverse community that surrounds it. Companies such as Dunkin Donuts, Winn Dixie and Publix lend their support and services to enable a variety of activities to be carried out. In addition to the business ties that have been created, South Miami Heights Elementary has a working PTA that sponsors fundraisers, and parent involvement activities that help establish stronger educational links between home and school. Parents have many opportunities to be involved in their child's education through participation in decision-making opportunities such as EESAC and an extensive volunteer program. Eighty-nine percent of the student population benefits from the free/reduced lunch program. It is essential that parent and student needs be enhanced through the provision of services at the school site such as the Family Resource Center, which provides families with materials to support home learning activities. In addition, the school provides Title 1 parent workshops on a variety of topics. The community, via organizations such as The Girl Scouts of America, enjoys the benefits of using the schools as a meeting place. Results of the 2007-2008 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Customer and Market Focus category received an average score of 4.5 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Faculty & Staff:

South Miami Heights Elementary School has implemented a master schedule which enables grade level/subject area planning throughout the school. The leadership team, comprised of the Principal, Assistant Principals, Grade/Subject Area chairpersons, Reading Coach, Math Leader and Science Leader, meets regularly and provides suggestions, solutions, and feedback for all aspects of the school's programs. Weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. Collaborative decision making is based upon total quality management principles and the Continuous Improvement Model. Results of the 2007-2008 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Human Resource Focus and the Business Results categories received an average score of 4.2, (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Data/Information/Knowledge Management:



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South Miami Heights Elementary School has implemented a master schedule which enables grade level/subject area planning throughout the school. The leadership team, comprised of the Principal, Assistant Principals, Grade/Subject Area chairpersons, Reading Coach, Math Leader and Science Leader, meets regularly and provides suggestions, solutions, and feedback for all aspects of the school's programs. Weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. Collaborative decision making is based upon total quality management principles and the Continuous Improvement Model. Results of the 2007-2008 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Human Resource Focus and the Business Results categories received an average score of 4.2, (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Education Design:

South Miami Heights Elementary School utilizes a data driven, Continuous Improvement Model approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available. Instructional teams review the results, and then participate in any restructuring that may be needed to meet the identified areas of concern. Instructional focus calendars are then developed and utilized to ensure that instruction addresses the identified needs. This process is repeated throughout the year, and adjustments to academic programs are made as necessary. Results of the 2007-2008 Organizational Performance Improvement Snapshot, completed by staff members, indicate that the Measurement, Analysis and Knowledge Management category received an average score of 4.4 (on a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree).

Performance Results:

Performance results from the Organizational Performance Improvement Snapshot (OPIS) indicate that the educational design that South Miami Heights Elementary School has implemented have resulted in improvements in the following areas: the outdoor suspension rate and referrals to a dropout prevention program have decreased, which resulted in no outdoor suspensions or referrals to a dropout prevention program during the 2007-2008 school year; student participation (as mediators) in peer mediation programs has increased by 10 percent; and teacher utilization of behavior modification programs such as "Student of The Month" has continued at 100%.

Schools Graded 'C' or Below

Professional Development:

Instructional personnel need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. This allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities; additionally a survey has been completed in order to provide teacher identified professional development needs. Professional development will continue to be offered on differentiated instruction, cooperative learning, data driven instruction, Best Use of Technology, Curriculum mapping, implementation of the newly adopted Scott Foresman Science, and CRISS strategies.

Disaggregated Data :

The leadership team at South Miami Heights Elementary disaggregated and shared all data from the 2006-2007 schoolyear in order to drive instruction in all curriculum areas. As part of the school improvement plan, the Continuous Improvement Model was utilized during subject/grade level team meetings in order to determine student's needs and to adjust instructional strategies. The leadership team met, and will continue to meet, bi-monthly to discuss data from all available data sources, and will make necessary changes as evidenced by the results of these assessments.

Informal and Formal Assessments:

FCAT Assessment - March
Bi-Weekly Benchmark Assessments
Classroom Assessment
DIBELS Assessment - September, January, May
DAR Diagnostic Assessment of Reading - after first administration of DIBELS for students as high risk level.

Alternative Instructional Delivery Methods :

Small group differentiated instruction
Peer tutoring
One-to-one individual conferencing
Cooperative Learning Groups
Hands on instructional activities
Coach/Teacher Co-teaching model
Coaching Model utilizing reading, mathematics, and science coaches
Pull-out tutoring



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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 be proficient in reading.

Needs Assessment

The results of the 2006-2007 School Performance Accountability Report indicate that 62 percent of the students tested in grades three through five made learning gains and 70 percent achieved high standards in reading. The results of the 2007 FCAT Reading test reveal that 21 percent of students in grade three, 27 percent of students in grade four, and 16 percent of the students in grade five scored at achievement Level 1. Additionally, continued data analysis indicates that the AYP subgroups: Black and Limited English Proficient did not meet the 2006-2007 AYP benchmark of 56 percent of students meeting high standards in reading. Safe Harbor for these groups was reviewed; however none of the groups were able to demonstrate a 10 percent improvement. The results of the 2007 FCAT Reading test reveal that third grade students met with the least success in the reference/research and main idea/author's purpose content strands. Fourth grade students met with the least success in the reference/research content strand. Fifth grade students met with the least success in words/phrases and reference research content strands. Additional analysis indicates that 14 percent of fifth grade students, 24 percent of fourth grade students and 27 percent of third grade students met with success in achievement levels four and five. Rigorous instructional effort in these areas should result in an increase in student achievement. At the current level of performance the school is faced with the challenge of increasing the percent of students achieving high standards in order to meet the state's required level of performance.

NCLB Subgroup Target

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

Given instruction based on the Sunshine State Standards, Black students will increase their reading skills as evidenced by 58 % meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data, utilizing the Continuous Model, from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for reading.	Leadership Team	8/20/2007	6/1/2008	Continuous Improvement Model	0
Identify and provide Level 3-5 students with opportunities to participate in the Academic Excellence Program in order to promote the continued development of higher order critical thinking skills.	Assistant Principal	08/20/2007	06/1/2008	Advanced Academics	15000
Continue to implement the Comprehensive Research Based Reading Plan (CRRP) Companions K-2 and 3-5 with intensive focus on guided reading, authors purpose, reference and research, and words and phrases development.	Reading Coach	8/20/2007	6/1/2008	District-wide Literacy Plan	0
Utilize graphic organizers and task cards to assist in reading comprehension.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Implement Reciprocal Teaching strategies to help students understand what good readers should do automatically.	Classroom Teacher	8/20/2007	6/1/2008	Other/ Not Applicable	0
Disaggregate and analyze data from the Reading Standards Interim Assessments to direct instruction.	Leadership Team	8/20/2007	6/1/2008	Continuous Improvement Model	0
Utilize FCAT Explorer, Waterford, Early Reading and other computer-assisted resources to reinforce and enhance reading skills, especially in the areas of: reference/research, authors purpose/main idea, and words/phrases.	Classroom Teacher	8/20/2007	6/1/2008	Other/ Not Applicable	10000
Implement a "Problem of the Day" by grade level, to provide additional opportunities for students to develop higher order critical thinking skills.	Assistant Principal	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to provide workshops for parents that will develop their knowledge of activities that can be used in the home to reinforce reading skills.	Reading Coach	8/20/2007	6/1/2008	Other/ Not Applicable	12000

Research-Based Programs

Our School - wide Researched based program is Scott Foresman Reading Program Kindergarten throught 5th Grade. Additional and supplementary materials and programs include CRP Companion K-2, CRP Companion 3-5.

1. Describe the research based instructional materials used in the reading program.

Include a description of how each of the following will be integrated.

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

a. Core Reading Program

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

b. Supplemental materials

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

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

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

c. Intervention programs for struggling readers

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

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

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

Voyager Passport – is an intervention for kindergarten – 3rd graders who encounter reading difficulty and are performing below grade level. The goal of

Voyager Passport is to accelerate students' reading growth to be commensurate with grade-level expectations. Designed to supplement the CCRP, the program can be delivered by a trained teacher, or paraprofessional.

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

d. Materials and programs, including educational software, to provide additional support in reading growth for all children.

Educational software must supplement and not supplant instruction by a highly qualified instructor.

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

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

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

Professional Development

Professional development for all teachers will include continued training on the Comprehensive Research-based Reading Plan. Staff Development will include: Houghton Mifflin, DIBELS, DAR: Diagnostic Assessment for Reading, Project Right Beginnings, Project Becoming Active Readers (BEAR), Project Opening Worlds of Literacy(OWL), Project Developing Readers and Writers (DRAW), Waterford Early Reading, Early Success, Soar to Success, Edusoft, Reading Coach, Reading Plus, Data Analysis, Guided Reading, use of graphic organizers, reciprocal teaching, Accelerated Reader, and FCAT Explorer.

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

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

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

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

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

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

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

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

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

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

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

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

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

a. Describe how the coaches' role will be explained to school level administrators.

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

b. Describe how the coaches' role will be explained to the teachers at the school level.

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

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

Principals will establish time for the reading coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-

based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Provide professional development to include seven areas of professional growth for teachers at their school site:

- Examine and discuss scientifically-based research in reading;
- Discuss delivery and scaffolding of instruction in the five major reading components;
- Administer and use instructional assessments for screening, diagnostic testing, progress monitoring and outcome measures;
- Analyze data for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Provide training to Meet the needs of all students specific to individual school sites; and
- Increase instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where reading coaches will facilitate ongoing follow-up through:

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

Evaluation

Weekly, monthly and tri-annual assessments; Accelerated Reader/STAR; Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Diagnostic Assessment of Reading (DAR) will be used to monitor the reading objectives. Summative evaluation will be the 2008 FCAT Reading Test.

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

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

Mathematics Statement

All students will be proficient in mathematics.

Needs Assessment

The data from the School Performance Accountability Report indicates that 50 percent of the students tested in grades three through five made learning gains, and 60 percent achieved high standards in mathematics. The scores reflect a twelve percentage point decrease in students achieving learning gains and a 2 percentage point decrease in students meeting high standards, as compared to the 2006 administration of the FCAT Mathematics Test. Additionally, continued data analysis indicates that the AYP subgroups: Total, Black, Limited English Proficient, Economically Disadvantaged, and Students With Disabilities did not meet the 2006-2007 AYP benchmark of 56 percent of students meeting high standards in mathematics. Safe Harbor for these groups was reviewed; however none of the groups were able to demonstrate a 10 percent improvement. Analysis of the 2007 administration of the FCAT Mathematics Test reveals that 17 percent of students in grade three, 27 percent of students in grade four, and 28 percent of students in grade five scored a Level 1. Comparing content cluster data across the grade level shows evidence that third grade students demonstrated the least success with the Algebraic Thinking strand. Fourth grade students met with limited success in all strands, earning an average of 49.6 percent of all points available. Fifth grade students met with limited success in all strands, earning an average of 41 percent of all points available. Further analysis of grade three, four and five students' mathematics achievement demonstrates that increased instruction in all content strands is needed, since only 28 percent of third grade students, 17 percent of fourth grade students, and 12 percent of fifth grade students met with success in achievement levels four and five. This indicates a need to emphasize higher level thinking and organization skills. Continuous instruction in all mathematics strands should stress all benchmarks. Supplemental staff should be assigned to identified subgroups and the lowest 25 percent of all students, to provide increased opportunities to develop higher level mathematics skills.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

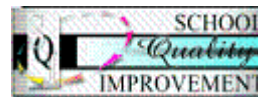
STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model and analyze data for all AYP subgroups and grades from the 2007 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar, integrated with Harcourt Mathematics, Florida Program, for mathematics lessons.	Assistant Principal	8/20/2007	6/1/2008	Continuous Improvement Model	0
Utilize computer-assisted resources to provide students who scored at levels 3-5 additional opportunities to participate in higher level mathematics activities.	Classroom Teachers	8/20/2007	6/1/2008	Advanced Academics	0
Continue to provide inservice training for teachers and paraprofessionals, in computer assisted resources such as FCAT Explorer, Riverdeep, and Accelerated Math, in order to enhance instruction in mathematics.	Leadership Team	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to provide workshops for parents that will develop their knowledge of materials and activities that can be used in the home to reinforce students' mathematics skills.	Leadership Team	8/20/2007	6/1/2008	Other/ Not Applicable	0
Implement a "Problem of the Day" by grade level, to provide additional opportunities for students to develop higher order critical thinking skills.	Assistant Principal	8/20/2007	6/1/2008	Other/ Not Applicable	0
Identify and provide Level 3-5 students with opportunities to participate in the Academic Excellence Program in order to promote the continued development of higher order critical thinking skills.	Assistant Principal	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to utilize the Family Resource Center to provide families with materials and activities that can be used in the home to reinforce students' mathematics skills.	Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to utilize computer-assisted resources to reinforce and enhance students' skills in mathematics.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to utilize assessment programs such as FCAT Explorer, Accelerated Math and district assessments in order to monitor and identify individual student's skill needs, especially in the areas of measurement, and algebraic thinking.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide additional opportunities for students in the lowest 25 percent, and in the AYP subgroups: Total, black, Economically Disadvantaged, LEP, and SWD, in grades four and five to enhance and apply mathematics skills through participation in weekly Math skill building activities.	Assistant Principal	8/20/2007	6/1/2008	Other/ Not Applicable	5000

Research-Based Programs

Harcourt Mathematics Florida Program



School Improvement Plan 2007-2008



Professional Development

Professional development training will include in-services on the five essential components of mathematics (number sense, measurement, data analysis, algebraic thinking, geometry), various computer assisted resources such as: Accelerated Math, FCAT Explorer, Riverdeep, and differentiated instruction for all students. Professional development needs will focus on innovative teaching strategies, incorporating the use of manipulatives during lessons, and developing higher order thinking and organization skills in students. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives. Professional development needs should focus on increased familiarization with all mathematics benchmarks and standards, innovative teaching strategies, incorporating the use of manipulatives during lessons, and developing higher order thinking and organization skills in students. Additionally, teacher acquisition of improved mathematics content knowledge and skills should also be addressed by the school.

Evaluation

Weekly, monthly and tri-annual assessments will be used to monitor the mathematics objectives. Summative evaluation will be the 2008 FCAT Mathematics Test.

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Analysis of the results obtained from the 2007 School Performance Accountability Report indicate that 93 percent of standard curriculum fourth grade students tested met the state standard of 3.5 and above. Further analysis indicates that 83 percent of students from all curriculum groups scored a 4.0 or higher; 84 percent of all fourth graders scored a 3.5 or above on the Expository essay, and 79 percent scored a 3.5 or above on the Narrative essay. The needs assessment reveals that students require further development in the writing benchmarks. Data analysis revealed that improvement is needed in narrative writing skills as evidenced by 5 percent less students scoring a 3.5 or above as compared to the percent of students scoring a 3.5 or above for expository writing. Though data analysis indicates that student's skills are stronger in expository writing, continuous instruction is required in all forms of writing in order to improve students' achievement levels. On-going data analysis among grade group members regarding progress on monthly assessments is needed to drive instruction and student skill acquisition. Additionally, professional development needs such as focus, organization, support, and conventions will assist in providing more structured writing practice for students.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Florida Writing Assessment: A Practice Book for Grades K-5, written by the division of Language Arts and Reading in order to become familiar with the writing process and the assessed objectives.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Address primary level students' individual weaknesses as identified monthly through writing prompts by conferencing with students to improve writing difficulties.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize a checklist for teachers and individual students' conferencing to identify and remediate writing deficiencies.	Classroom Teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Provide writing materials that can be checked out by the parent through the Parent Resource Center to be used with students at home.	Reading Coach; Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Develop a school wide graphic organizer to assist students in planning expository and narrative essays.	Reading Coach; Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Use district writing pre- and post- tests to provide information for delivery of instruction.	Classroom teachers	8/20/2007	6/1/2008	Continuous Improvement Model	0
Utilizing, Teaching Writing, Houghton Mifflin, Miami Edition, provide students with more structured writing practice especially in the areas of focus, organization, support, and conventions.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Florida Writing Assessment from the Division of Language Arts/ Reading; Houghton Mifflin Miami Edition; Teach Me Writing by Sanron, and Razzle Dazzle.

Professional Development

Professional development training for teachers will include: how to develop and utilize a rubric, graphic organizers, and a writing checklist; sharing of best practices; identification and review of writing standards; implementation and utilization of Teach Me Writing by Sanran, and how to integrate Razzle Dazzle strategies during instruction.

Evaluation

Writing pre- and post-tests, and monthly writing assessments will be used to monitor the monthly writing objectives. Summative evaluation will be the 2008 FCAT Writing+ test.

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

Science Statement

All students will be able to apply the scientific method.

Needs Assessment

The results of the 2007 administration of the FCAT Science Test indicate that students in all curriculum groups in grade five had an average mean scale score of 287, 8 points below the district's mean scale average of 295 and 19 points below the state's mean scale average of 306; additionally 31 percent of students achieved high standards in science. Utilizing the Florida Continuous Improvement Model and comparing the data shows evidence that fifth grade students in all curriculum groups met with limited success in all content strands, earning an average of 50 percent of all points available in the physical/chemical, and life/environmental strands; an average of 47 percent of all points available in the earth and space strand; and an average of 42 percent of all points available in the scientific thinking strand. Analysis of data from the final in-house science assessment given in May 2007 indicated that students were able to answer an average of 47 percent of questions from all strands correctly. They demonstrated the least success with the scientific thinking strand as evidenced by being able to answer an average of 16 percent of questions from this strand correctly. Further analysis of grade five student's science achievement demonstrates that increased instruction in all content strands is needed. Intensive instructional effort in all strands should result in an increase in student achievement.

Measurable Objective

Given instruction based on the Sunshine State Standards, 55 percent of students in grade five will score a Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze and disaggregate data from the 2007 FCAT Science Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for science lessons.	Leadership Team	8/20/2007	6/1/2008	Continuous Improvement Model	0
Continue to provide opportunities for students to increase their awareness of science vocabulary and concepts through the creation and maintenance of student science journals in grades kindergarten through five.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to provide a dedicated space and resources for a school-based science lab, in which students in grade two through five will participate in weekly hands-on/inquiry based science investigations.	Administration	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to incorporate weekly hands-on activities in science lessons in grades kindergarten through five, utilizing Scott Foresman Science and the Miami-Dade County Science Pacing Guides.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	79325
Provide opportunities during language arts/shared reading to reinforce grade appropriate science content through the use of non-fiction text.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to provide hands-on science experiences, utilizing materials from Scott Foresman Science for students in all grades, through classroom and science lab activities.	Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to maintain teacher logs of students' hands-on science activities.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue to utilize the Family Resource Center to provide families with equipment and activities that can be used in the home to reinforce students' science skills.	Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Science - Florida Edition

Professional Development

Professional development training will include an emphasis on the scientific method, use of hands-on activities, managing and guiding cooperative groups, strategies to maximize learning opportunities, and implementation of the newly adopted Scott Foresman Science. Professional development opportunities will include: higher order thinking skills, SMILE, hands-on science, and Scott Foresman Science training. In-services will be scheduled during each quarter based on data driven analysis and/or District/Regional Center initiatives. All instructional staff should participate in district and/or region planned professional development in the area of science during the 2007-2008 school year. Additionally, every effort should be made by the instructional staff to take advantage of the twelve week, state provided, on-line science modules designed to improve their personal science content knowledge and skills.

Evaluation

District-approved assessments will be used to analyze progress and instruction to target weaknesses and reinforce areas of strength. Summative evaluation will be the 2008 FCAT Science Test.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

South Miami Heights Elementary School will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Data gathered from the 2006-2007 Parent participation logs and sign-in sheets indicates that an average of 68 percent of parents participated in parent training workshops, PTA meetings, Title 1 meetings and open houses. This indicated a gain in average participation of 3 percent as compared to the 2005-2006 school year. This level of parental involvement needs to be maximized and built upon. Involvement efforts need to be highly focused and well planned in order to increase participation and support. Workshops need to address pre-identified parental needs and concerns, as well as academic and family related issues. Workshops and meetings should continue to be offered at times that are convenient for parents. Every effort needs to be made to provide opportunities for parent/community participation at times that are convenient for all stakeholders.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to participate in district sponsored Parent Academy Trainings provided at different locations throughout the district.	Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide daily home-to-school communication through parents/students signed reading logs, and student agendas.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	3000
Encourage parent's participation in decision making groups such as PTSA and EESAC.	Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Maintain an ongoing line of communication (in students' home language) between the home and the school through the use of student progress reports, report cards, flyers, school newsletters, student agendas, parents/teacher conferences, Connect Ed messages, and home visits.	Leadership Team; Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Plan and conduct special activities such as Open House, Title I Parent Orientation, Science Family Night, Writer of the Month, Student of the Month Breakfast for parents and selected students, and FCAT Explorer orientation for parents.	Leadership Team	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide a "parent friendly" environment conducive to training in home strategies, and encourage parents to utilize the Family Resource Center to check out educational materials for writing, reading, math, and science to be used in the home.	Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize the "Parent Compact" (Title I Parent Contract), and student planners, to encourage active involvement and support in both school and home based learning.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Riverdeep, Starfall, Just Read Families, Time for Kids and Read Between the Lions

Professional Development

Parents will be encouraged to actively participate in the following activities: Educational Excellence School Advisory Council (EESAC), District Advisory Council (DAC), Parent Advisory Council (PAC), the Annual Technology Conference that showcases technology-based instructional and productivity programs, PTSA, Title I Parent Workshops, and The Parent Academy Training.

Evaluation

Parental and community involvement will show a 5 percent increase above the 2006-2007 level of participation, as reflected in the tally of data obtained from 2007-2008 participation 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

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

Discipline & Safety Statement

South Miami Heights Elementary School will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The results of the Executive Summary of Case Management Report (ESCMR) for the 2006-2007 school year indicate that there were 258 incidents in which students were referred to administration or student services for general disruptive conduct. Of the 258 referrals, 3 cases, or 1 percent, resulted in indoor suspension.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior in grades kindergarten through five will improve as evidenced by a decrease in the number of indoor suspensions, from 1 percent during the 2006-2007 school year to 0 percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide school wide incentives recognizing students for acts of good citizenship.	Administration	8/20/2007	6/1/2008	Other/ Not Applicable	0
Target students with excessive referrals for administrative counseling and intervention.	Counselor	8/20/2007	6/1/2008	Other/ Not Applicable	0
Use PROUD and peer mediation as a counseling tool.	Counselor	8/20/2007	6/1/2008	Other/ Not Applicable	0
Identify and implement instructional programs that address discipline/behavior issues that are frequently encountered by students in grades K-5.	Counselor; Discipline Committee	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize the discipline and safety committee to standardize a discipline and safety procedures plan.	Administration	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilize a school wide detention pool to reduce the number of indoor suspensions.	Discipline Committee	8/20/2007	6/1/2008	Other/ Not Applicable	0
Present awards for individual students with outstanding behavior at quarterly assemblies.	Administration	8/20.2007	6/1/2008	Other/ Not Applicable	

Research-Based Programs

N/A

Professional Development

Professional development for all teachers will include training on identifying and reducing the number of incidents of bullying. Teachers will be trained in the use of the character education curriculum as a tool to develop a safe learning environment. Teachers will be referred to classroom management classes at TEC on an as needed basis, as will those teachers identified and working with professional growth teams. School wide training will be provided on the use of positive reinforcement as a tool for reducing the number of referrals and incidents of general disruptive conduct.

Evaluation

Student behavior in grades kindergarten through five will improve as evidenced by a decrease in the number of indoor suspensions, from 1 percent during the 2006-2007 school year to 0 percent during the 2007-2008 school year as evidenced by results of the 2006-2007 Executive Summary of Case Management Report (ESCMR) as compared to results for 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

Technology Statement

South Miami Heights Elementary School will integrate technology in all curricular areas.

Needs Assessment

Professional development records indicate that 100% of the instructional staff participated in at least three technology related staff development activities during the 2006-2007 school year. As the need to be technologically literate increases, teachers must be able to integrate the use of technology in all areas of the curriculum. Results from the latest STaR survey indicate that South Miami Heights Elementary ranks at the Entry Stage/Level 1 in the following categories: Teacher Access to Technology and Instructional Technology support. Funding and Teacher Technology Standards were ranked at the Intermediate Level/Stage 2. All other assessed categories were ranked at the Advanced/Stage 3 or Target/Stage 4 levels.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2007-2008 school year, an increase of 68 percent as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilizing technology, teachers will retrieve, evaluate, and use information related to student progress, attendance, and achievement.	Administration	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide equitable access to technology and technological resources throughout the school.	Administration	8/20/2007	6/1/2008	Other/ Not Applicable	0
Survey instructional staff; identify and provide professional development that will enable instructional staff to utilize technology throughout the curriculum.	Leadership Team	8/20/2007	10/1/2007	Other/ Not Applicable	0
Continue to utilize a "Teacher Helping Teacher" mentoring program to help instructional staff develop increased competency in utilizing unfamiliar technology applications.	Administration	8/20/2007	6/1/2008	Other/ Not Applicable	0
Identify, and allocate resources that can be utilized to maintain, replace, and upgrade technology accessibility and availability in all classrooms.	Administration	8/20/2007	6/1/2008	Other/ Not Applicable	15000
Infuse student-based programs into the curriculum giving students daily opportunities to utilize technology.	Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Professional Development

Teachers will participate in professional development/training sessions that will enhance their computer skills. Emphasis will be placed on participation in staff development that will further awareness of instructional personnel in the following programs: Edusoft, Power Point, Electronic Grade Book, Accelerated Math, Microsoft Word, Microsoft Excel, FCAT Explorer, Reading Plus, utilization of the World Wide Web to access sites such as the Florida Department of Education, and Riverdeep.

Evaluation

Progress will be monitored through the utilization of sign in logs.

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

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

Health & Physical Fitness Statement

Through active participation in Physical Education, students will develop interests and skills that will promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Based on the results of the 2006-2007 FITNESSGRAM, 75 percent of all 4th and 5th grade students had passing scores. These results indicate a need for 4th and 5th grade students to become more physically active and health conscious.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students in grades two through five will improve their fitness as evidenced by 77 percent of students passing the 2007-2008 FITNESSGRAM, an increase of 2 percent as compared to the 2006-2007 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide daily instruction dedicated to fitness related activities.	Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Identify and help students develop competency in motor skills and movement patterns needed to perform a variety of physical activities.	Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Develop an action plan to meet the goals and objectives of the Presidential Fitness Program Awards.	Leadership Team; Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Utilizing the FITNESSGRAM, administer a pre-test to determine baseline measures of student/school improvement.	Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Direct student participation in the specific activities in order to prepare for the FITNESSGRAM.	Physical Education Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

Moving into the Future: National Standards for Physical Education

Professional Development

Professional development training will include in-services on the essential components of health and physical fitness for elementary school students. The physical education coaches will provide a presentation to faculty on the FITNESSGRAM and the elements that it assesses to create an awareness among the faculty of the FITNESSGRAM and the value of physical fitness.

Evaluation

Quarterly assessments will be utilized to analyze progress and instruction focused on remediating/targeting weaknesses and reinforcing areas of strength. Summative evaluation will be based upon the percent of students passing the 2007-2008 FITNESSGRAM.

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Students will develop an appreciation for the arts through curricular and extra curricular offerings.

Needs Assessment

During the 2006-2007 school year 45 percent of students in grades two through five participated in Spring Arts activities. State mandated academic guidelines for tier one, tier two and tier three students have severely impacted student participation in the arts program.

Measurable Objective

Given an emphasis on participation in, and appreciation of, the arts, 50 percent of students in grades two through five will participate in the Annual Arts Festival during the 2007-2008 school year as evidenced by participation rosters, an increase in participation of 5 percent as compared to the 2006-2007 school year participation rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to develop an understanding of the relationship of the arts to mathematics during mathematics classes.	Classroom and Special Area Teachers.	8/20/2007	6/1/2008	Other/ Not Applicable	0
Continue the string program in third, fourth, and fifth grades.	Music Teacher	8/20/2007	6/1/2008	Other/ Not Applicable	0
Identify and provide additional opportunities for students to participate in hands-on arts experiences throughout the curriculum.	Special Area Teachers, Classroom Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0
Provide opportunities for students to be exposed to a variety of artistic genres.	Special Area Chairperson	8/20/2007	6/1/2008	Other/ Not Applicable	0
Identify resources that can be used by parents to provide their children with additional experiences in the arts at home.	Community Involvement Specialist	8/20/2007	6/1/2008	Other/ Not Applicable	0
Identify and provide opportunities for students to attend authentic arts productions, i.e., concerts, plays, art shows, etc.	Special Area Teachers	8/20/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Professional development training, such as the University of Miami's Summer Arts Institute and district-wide string workshops, will focus on in-services that will help instructional personnel integrate the arts into all areas of the curriculum and facilitate student appreciation of the arts.

Evaluation

Summative evaluation will be based upon 50 percent or more of the students in second through fifth grade participating in the 2007-2008 Annual Arts 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 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

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

Return On Investment Statement

South Miami Heights Elementary School will rank at or above the 53rd percentile statewide in the Return on Investment Index of value and cost effectiveness in its programs.

Needs Assessment

The 2004-2005 Return on Investment index indicates that South Miami Heights Elementary ranks in the fifty-third percentile of all elementary schools in the state of Florida. A qualitative cost analysis team should continue to: (a) make informed decisions about appropriate and effective use of school funds to purchase programs and resources (b) monitor whether or not the programs and resources are improving school and student performance (c) measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.

Measurable Objective

South Miami Heights Elementary will improve its ranking on the State of Florida Return On Investment index publication from the 53rd percentile in 2004-2005, to the 54th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Leadership Team	8/20/2007	6/1/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	7/1/2007	6/1/2008	Other/ Not Applicable	0
Develop a plan to share use of facilities and partner with community agencies.	Leadership Team	8/20/2007	6/1/2008	Other/ Not Applicable	0
Reconfigure existing resources to take advantage of a broader resource base, e.g. private foundations, volunteer networks and grants.	Leadership Team	7/01/2007	6/1/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Professional development will focus on continued budget training in order to develop an increased understanding of the school's budget.

Evaluation

On the next State of Florida Return of Investment index publication, South Miami Heights Elementary School will show progress toward reaching the 54th 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 assists in the preparation and implementation of the School Improvement Plan. In order to fully implement the School Improvement Plan, the EESAC recommends that funds be used to provide additional resources in the areas of reading, mathematics, science and writing.

Training:

In order to fully implement the School Improvement Plan, the EESAC recommends the implementation of staff development and training which addresses the needs of new teachers as well as teachers in new grades and/or subject areas.

Instructional Materials:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to use and provide state adopted texts for all students; and continue to provide supplemental texts that will help ensure academic growth for all students.

Technology:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing training in technology schoolwide.

Staffing:

In order to fully implement the School Improvement Plan, the EESAC recommends considering teaching strengths and preferences when making staffing decisions and continuing the use of common planning time for each grade level and/or subject area.

Student Support Services:

In order to fully implement the School Improvement Plan, the EESAC recommends utilizing additional resources provided for retained students as well as students not meeting grade level expectations in reading, mathematics, science and writing.

Other Matters of Resource Allocation:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to review the allocation of all resources in order to ensure that they are being utilized effectively.

Benchmarking:

In order to fully implement the School Improvement Plan, the EESAC recommends continuing to disaggregate data at regularly scheduled intervals in order to identify and address identified academic needs for all student groups.

School Safety & Discipline:



School Improvement Plan 2007-2008



In order to fully implement the School Improvement Plan, the EESAC recommends continuing the utilization of student agendas as an additional method of home-school communication; continue to implement plans developed by the discipline and safety committee.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	37000
Mathematics	5000
Writing	0
Science	79325
Parental Involvement	3000
Discipline & Safety	0
Technology	15000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	139325



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