

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Southside Elementary School (5321)

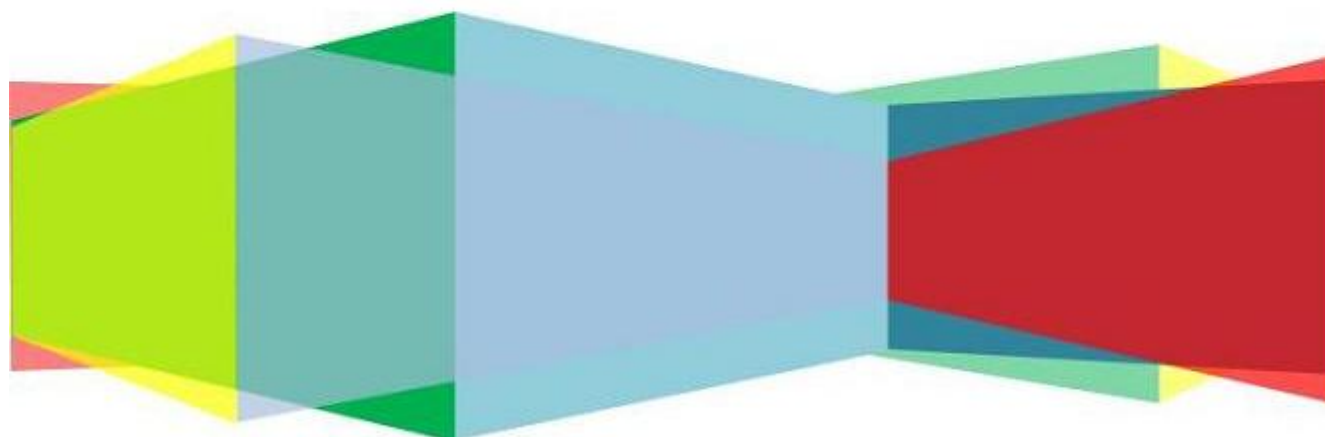
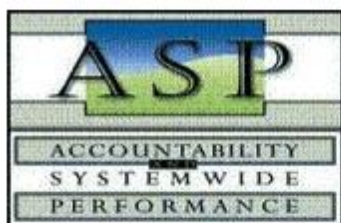
Feeder Pattern - Booker T. Washington Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Salvatore Schiavone

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Southside Elementary Museums Magnet School was established in 1929 and currently serves approximately 481 students in pre-kindergarten through grade five. The school is in the Booker T. Washington Feeder Pattern and is an example of a successfully integrated school with students from a variety of cultural and economic backgrounds: 79 percent Hispanic, 11 percent White, 7 percent Black, 2 percent Multi-racial, and 1 percent Asian students. Seventy-two percent of the student population qualify for free or reduced lunch. Fifty-five percent of the student population is English Language Learners (ELL), with 26 Level 1 students, 28 Level 2 students, 58 Level 3 students, and 139 Level 4 students. Thirteen percent of students receive Special Education services, with 1 educable mentally handicapped student, 8 speech impaired students, 1 hearing impaired student, 19 learning disabled students, and 32 gifted students. Southside Elementary Museums Magnet School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, 92 percent of students in grades three through five will score a level 3 or above on the 2008 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 89 percent of students in grades three through five will score a level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 98 percent of students in grades three through five will score a 3.5 or above on the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, 56 percent of students in grade five will score a level 3 or above on the 2008 FCAT Science Test.

Given the need to establish a link between school, home, and community, the school will offer Parent Academy courses and promote enrollment in courses offered off-campus in order to increase the number of parents attending Parent Academy courses to 15.72 percent when compared to the 2006-2007 school roster.

Given the need to improve student attendance and maintain student safety, students in grades kindergarten through five will increase the percent of students present by 0.5 percent as compared to the 2006-2007 school year.

Given the need for students to learn to function effectively in a global community, the school will increase the student comfort level in using iPods and laptops by comparing the pre- and post- technology survey results.

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at a Fit Gram Level Gold or Silver will increase by 1% as evidenced by the FITNESSGRAM results on the 2008 administration of the FITNESSGRAM Assessment.

Given the need to retain students who perform in the chorus program and connect music to the museums magnet program, the number of students in the chorus program who perform in musical performances in grades three through five will increase to 30, when compared to 24 from the previous year.

Southside's ROI percentile ranking will increase by at least one percentile point.

The 2007-2008 Southside Elementary Museums Magnet School, in conjunction with the Educational Excellence School Advisory Council, has identified the school-wide priorities in teaching and learning and are addressed in this document. The EESAC has also analyzed the Spring 2007 Organizational Performance Improvement Snapshot Survey and addressed the two weakest indicators. In the area of Strategic Planning a score of 4.4 was attained, however, there was a weak indicator of 4.3 out of 5.0 possible points, which is the staff's input into future plans for the school site.

In response to the staff's input of planning for the school's future, the staff's input will be solicited during learning communities regarding areas of attendance, safety, and curriculum.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

5321 - SOUTHSIDE ELEMENTARY SCHOOL

VISION

Southside Elementary Museums Magnet School is a unique and challenging museums-based learning environment, which enables students to; Explore, Examine, Experiment, and Exhibit; therefore becoming self-directed, creative, and critical thinkers.

MISSION

Southside Elementary Museums Magnet School is committed to providing a culturally diverse learning environment in collaboration with museums throughout the community. A humanities-based curriculum infused with museum resources and expeditions provides hands-on, minds-on authentic learning experiences taking students beyond the walls of the classroom.

CORE VALUES



School Improvement Plan 2007-2008



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School Demographics

Southside Elementary Museums Magnet School was established in 1929 and currently serves approximately 481 students in pre-kindergarten through grade five. The school is located in a predominantly Hispanic community in Southwest Miami-Dade County with students from first and second generation immigrants with a wide variety of cultural and economic backgrounds: 79 percent Hispanic, 11 percent White, 7 percent Black, 2 percent Multi-racial and 1 percent Asian students. The student population is comprised of 72 percent receiving free or reduced lunch, 55 percent of the student population is English Language Learners (ELL), and 13 percent participate in Special Education (SPED). Of the thirteen percent of students receiving Special Education services, 1 educable mentally handicapped student, 8 speech impaired students, 1 hearing impaired student, 19 learning disabled students, and 32 gifted students.

Of the staff, Southside Elementary School employs 53 full-time staff members and 10 part-time staff members. The ethnic breakdown of the instructional staff is as follows: 74 percent Hispanic, 17 percent White, and 10 percent Black. The breakdown of full-time staff is as follows: 2 administrators, 1 lead teacher, 1 guidance counselor, 1 media specialist, 1 technology coordinator, 1 reading coach, 1 computer specialist, 1 cafeteria manager, 2 paraprofessionals, 4 clerical, 3 custodial, and 35 teachers. Of the 35 teachers, 3 are Exceptional Education teachers, 5 are Special Area teachers, and 27 are classroom teachers, of whom 3 are National Board certified, 9 percent are new to this school, and 38 percent of the teaching population hold advanced degrees. The breakdown of the part-time staff is as follows: 1 hourly teacher, 5 cafeteria workers, 3 security monitors, and 1 Community Involvement Specialist (CIS).

Southside Elementary Museums Magnet School is a Magnet school and implements the inclusion model for all Special Education (SPED) and English Language Learners(ELL) students. The school also provides an Academic Excellence Program (AEP) for Art Appreciation. Southside is also a Bilingual School Organization (BISO) school, which is a program delivery system offered all students. In addition to a regular instructional program in the English language, the students receive instruction in English for Speakers of Other Languages, Spanish for Spanish Speakers, Spanish as a Second Language, and Curriculum Content in Spanish. Southside Elementary Museums Magnet School provides a content gifted program in the areas of Mathematics and Science for grades kindergarten through five. For the 2006-2007 school year, Southside has once again attained an "A" under Florida's A+ Plan and has also made Adequate Yearly Progress under the No Child Left Behind Act.

School Foundation

Leadership:

The Spring 2007 Organizational Performance Improvement Snapshot Survey indicates a mean score of 4.6 in the Leadership category. Specifically, our strongest item in the area of Leadership was the staff's ability to recognize a clear work location mission, item 1a; whereas, the weakest in that section was the staff feeling their opinion is not requested, item 1g. Based on the aforementioned results, it is evident that the administration and the EESAC have collaboratively defined a vision and established goals for the improvement of student achievement. The administration and the EESAC will strive to ensure that the staff's perception of the organization improves.

District Strategic Planning Alignment:

The Spring 2007 Organizational Performance Improvement Snapshot Survey demonstrates a mean score of 4.4 in Strategic Planning. Our strongest area in Strategic Planning was the faculty's ability to identify work location plans that affect them, item 2b; whereas, the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration and the EESAC will ensure that staff ideas are included in all aspects of future planning.

Stakeholder Engagement:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects a mean score of 4.5 in the category of Customer and Market Focus. Our strongest item in the area of Customer and Market Focus was knowledge and identification of the stakeholders, item 3a; whereas, the weakest in that section was the staff's input in the decision making process, item 3e. The administration and the EESAC will ensure that staff ideas are included in the decision making process.

Faculty & Staff:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects a mean score of 4.5 in the category of Human Resource Focus. The strongest item in the area of Human Resource Focus was the administration's support in the development of ongoing job skills in order to advance in career, item 5c; whereas, the weakest in that section was the perception of safety in the work location, item 5e. The organization has implemented security measures that will ensure the safety of all constituents.

Data/Information/Knowledge Management:

The Spring 2007 Organizational Performance Improvement Snapshot Survey indicates a mean score of 4.6 in the category of Measurement, Analysis, and Knowledge Management. Our strongest item in the area of Measurement, Analysis, and Knowledge Management was the the staff's ability to analyze and review the quality of their work to determine where changes are needed, item 4b; whereas, the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

Education Design:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects a mean score of 4.5 in Process Management. Our strongest item in the area of Process Management was the staff's perception of processes of doing their work, item 6c; whereas, the weakest in that section was the staff's ability to get all of the resources needed to complete their job, item 6a. The administration and the EESAC will ensure that staff are provided with a variety of measures that will recognize their work.

Performance Results:

The Spring 2007 Organizational Performance Improvement Snapshot Survey reflects a mean score of 4.5. Our strongest item in the area of Business Results was the work location obeying laws and regulations, item 7f; whereas, the weakest in that section was the staff's ability to know how well their work location is doing financially, item 7c. The administration and the EESAC have always shared all aspects of the budget with faculty and staff and will continue to do so for the school year.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students in grades three through five will read on grade level.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 12 percent of students in grades three through five scored at or below Achievement Level 3. More specifically, 9 percent of third grade students, 17 percent of fourth grade students, and 9 percent of fifth grade students scored below FCAT Achievement Level 3. Our analysis of student performance on the 2007 FCAT Reading Test data indicates that the weakest content cluster for third grade was Reference and Research at 50 percent mastery. The strongest content cluster was Words and Phrases at 78 percent mastery. In fourth grade the weakest content cluster was Words and Phrases at 60 percent mastery. The strongest content cluster was Reference and Research at 75 percent mastery. In fifth grade the weakest content cluster was Main Idea and Purpose at 65 percent mastery. The strongest content cluster was Reference and Research at 75 percent mastery. According to Adequate Yearly Progress (AYP) data, all subgroups scored 75 percent or higher proficiency in the area of reading, thereby meeting No Child Left Behind (NCLB) required targets.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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, 92 percent of students in grades three through five will score a level 3 or above on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reduce class size by utilizing the inclusion model in which ELL and SPED teachers assist during the Language Arts/Reading block for small group instruction in grades two through five.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	5/23/2008	Inclusion of SWD	0
Administer District Interim assessments and analyze test data in order to plan for differentiated instruction.	Principal, Assistant Principal, Reading Coach, Teachers	11/05/2007	5/23/2008	Continuous Improvement Model	0
Provide differentiated and flexible reading tutorial services before and after school to address students' deficiencies, in grades two through five, as evidenced by attendance rosters.	Principal, Assistant Principal, Reading Coach, Teachers	10/15/2007	2/16/2008	District-wide Literacy Plan	6000
Utilize Object-Based Learning strategies to enhance student learning.	Principal, Assistant Principal, Lead Teacher, Teachers	8/20/2007	5/23/08	Academic Enrichment Opportunities	0
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the 2007 FCAT Reading Test as well as low performing students in grades kindergarten through grade five and implement small group instruction utilizing reading intervention programs such as Voyager Passport.	Principal, Assistant Principal, Reading Coach, Teachers	8/27/2007	5/24/2008	Continuous Improvement Model	0
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using performance based assessments to improve student achievement.	Assistant Principal, Curriculum Faculty	8/20/2007	5/23/2008	District-wide Literacy Plan	

Research-Based Programs

Core Program: Houghton Mifflin Reading Basal Series
 Intervention Programs: Voyager Passport
 Supplemental Programs: Riverdeep and Reading Plus

Professional Development

Houghton Mifflin Reading Basal Series
 8-Step Continuous Improvement Model
 Five Major Reading Components (Phonics, Phonological Awareness, Fluency, Vocabulary, and Comprehension)
 Voyager Passport
 Understanding by Design
 Reading Plus
 Object-Based Learning
 Performance Based Assessment

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Reading Test. Scores and data, provided by Edusoft, from the District Reading Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies for students in grades three through five. Scores and data, provided by PMRN, from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used to monitor progress towards this objective and redirect intervention and instructional strategies for students in grades kindergarten through three.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Increase mathematics performance for all students.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 15 percent of the students scored at or below Achievement Level 3. More specifically, 5 percent of third grade students, 20 percent of fourth grade students, and 20 percent of fifth grade students scored below FCAT Achievement Level 3. An analysis of student performance on the 2007 FCAT Mathematics Test data indicated that the weakest content cluster for third grade was Algebraic Thinking at 67 percent mastery. The strongest content cluster was Geometry at 86 percent mastery. Fourth grade demonstrated that the weakest content clusters were Data Analysis at 57 percent mastery. The strongest content cluster was Algebraic Thinking and Geometry at 71 percent mastery. Fifth grade demonstrated that the weakest content cluster was Algebraic Thinking and Measurement at 55 percent mastery. The strongest content cluster was Geometry and Number Sense at 62 percent mastery.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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, 89 percent of students in grades three through five will score a level 3 or above on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reduce class size by utilizing the inclusion model in which ELL and SPED teachers assist during the Mathematics block for small group instruction in grades two through five.	Principal, Assistant Principal, Teachers	8/20/2007	5/23/2008	Inclusion of SWD	0
Administer District Interim assessments and analyze test data in order to plan for differentiated instruction.	Principal, Assistant Principal, Teachers	11/5/2007	5/23/2008	Continuous Improvement Model	0
Identify students in grades three through five scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test as well as low performing students in grades kindergarten through five and implement small group instruction utilizing Riverdeep and FCAT Explorer.	Principal, Assistant Principal, Teachers	8/20/2007	5/23/2008	Continuous Improvement Model	0
Analyze FCAT developmental scale scores in order to determine which students narrowly met high standards and provide enrichment using Riverdeep during the school day.	Principal, Assistant Principal, Teachers	9/7/2007	5/23/2008	District-wide Literacy Plan	0
Provide differentiated and flexible mathematics tutorial services before and after school to address students' deficiencies as evidenced by attendance rosters.	Principal, Assistant Principal, Teachers	10/15/2007	2/15/2008	Other/ Not Applicable	6000
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using performance based assessments to improve student achievement.	Assistant Principal, Curriculum Faculty	8/20/2007	5/23/2008	District-wide Literacy Plan	

Research-Based Programs

Core Program: Harcourt Brace Mathematics
 Supplemental Programs: Riverdeep, Everyday Counts

Professional Development

Harcourt Brace Mathematics
 8-Step Continuous Improvement Model
 Data Analysis
 Everyday Counts
 Riverdeep
 Algebraic Thinking, National Council for Teachers of Mathematics (NCTM) Standards

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test. Scores and data, provided by Edusoft, from the District Mathematics Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

Increase writing performance of all students.

Needs Assessment

Results of the 2007 FCAT Writing+ Test indicate that 2 percent of students in grade four scored below 3.5. Thirty-three percent of students scored a 5.0 or above. There is a distinction on student performance of expository vs. narrative prompts, with 95 percent of grade four students scoring above a 3.5 in expository, while only 89 percent of the same population scored above a 3.5 in narrative. Student performance reveals the need to continue the implementation of research-based writing activities to enhance writing skills. There was a mean scale score of 335 in the multiple choice portion of the test. The strongest content cluster was Convention at 72 percent mastery and the weakest cluster was Focus at 60 percent mastery.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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, 98 percent of students in grades three through five will score a 3.5 or above on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reduce class size by utilizing inclusion in which ELL and SPED teachers assist during the Language Arts/Reading block for small group instruction in grades two through five.	Principal, Assistant Principal, Reading Coach, Teachers, Paraprofessionals	8/20/2007	5/23/2008	Inclusion of SWD	0
Administer District Pre- and Post- assessments and analyze test data in order to plan for differentiated instruction.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	5/23/2008	District-wide Literacy Plan	0
Implement Four Square Writing Frame across the content areas to strengthen the writing process for all grades.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer monthly writing prompts to students in grades kindergarten through five to reinforce the writing process.	Principal, Assistant Principal, Reading Coach, Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement and Monitor the use of Understanding By Design as a framework to guide planning for teaching and learning.	Principal, Assistant Principal, Lead Teacher, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize Performance Based Assessments as a means to assess desired goals in Understanding by Design units.	Principal, Assistant Principal, Lead Teacher, Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Four Square Writing
8-Step Continuous Improvement Model
Understanding By Design
Houghton Mifflin
Performance Based Assessment

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing+ Test. Scores/data from the monthly writing prompts and the District Pre- and Post-Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

Science Goal

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

Florida Education Priorities

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

Science Statement

Increase science performance of all students.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 44 percent of students in grade five scored below Achievement Level 3. An analysis of student performance on the 2007 Science Test data indicates that the weakest content cluster was Scientific Thinking at 50 percent mastery. The strongest content clusters were Physical and Chemical and Life and Environmental at 50 percent mastery. Student performance reveals the need for the implementation of a variety of research-based science activities to enhance scientific thinking skills.

Measurable Objective

Given instruction based on the Sunshine State Standards, 56 percent of students in grade five will score a level 3 or above on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reduce class size by utilizing part time teachers during the Science block for small group instruction in grade five.	Principal, Assistant Principal, Teachers	8/20/2007	3/20/2008	Inclusion of SWD	11000
Provide differentiated and flexible science tutorial services, to grade five students before and after school, to address students' deficiencies as evidenced by attendance rosters.	Principal, Assistant Principal, Teachers	10/15/2007	2/15/2008	Academic Enrichment Opportunities	1000
Visit the Museum of Science, during learning expeditions, a minimum of two times throughout the school year in order to support the museum magnet program.	Principal, Assistant Principal, Teachers	9/12/2007	12/18/2007	Academic Enrichment Opportunities	0
Administer school-authored assessments and analyze test data in order to plan for differentiated instruction in grades three through five.	Principal, Assistant Principal, Teachers	9/17/2007	5/23/2008	Continuous Improvement Model	0
Implement and monitor the use of Understanding By Design as a framework to guide planning for teaching and learning.	Principal, Assistant Principal, Lead Teacher, Teachers	8/20/2007	5/23/2008	Academic Enrichment Opportunities	0
Utilize Performance Based Assessments as a means to assess desired goals in Understanding By Design units.	Principal, Assistant Principal, Lead Teacher, Teachers	8/20/2007	5/23/2008	Academic Enrichment Opportunities	0
Plan a Science Fair to provide students with an opportunity to demonstrate understanding in both object-based and inquiry-based learning as evidenced by a roster delineating student participation.	Principal, Assistant Principal, Teachers	4/2/2008	5/23/2008	Academic Enrichment Opportunities	500

Research-Based Programs

Core Program: Scott Foresman Science
Supplemental Programs: Full Option Science Systems (FOSS)

Professional Development

Scott Foresman Science
8-Step Continuous Improvement Model
Understanding by Design
Object-Based Learning
Performance Based Assessment
Project Based Instruction

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science Test. Scores and data, provided by Edusoft, from the District Mathematics Interim Assessment Tests will be used to monitor progress towards this objective and to redirect intervention and instructional strategies.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

Increase parental involvement in the Parent Academy.

Needs Assessment

Parent Academy rosters indicate 14.72 percent of Southside parents were enrolled in district-offered courses during the 2006-2007 school year. This indicates a need to increase opportunities for parent education.

Measurable Objective

Given the need to establish a link between school, home, and community, the school will offer Parent Academy courses and promote enrollment in courses offered off-campus in order to increase the number of parents attending Parent Academy courses to 15.72 percent when compared to the 2006-2007 school roster.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and initiate courses that can be offered on-campus by the Parent Academy.	Principal, Assistant Principal, Teachers, Community Involvement Specialist	8/28/2007	5/14/2008	District-wide Literacy Plan	800
Contact parents using Connect-Ed to notify them of courses being offered both on and off campus by the Parent Academy.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
Send home flyers and include Parent Academy information in our newsletter in English and Spanish.	Principal, Assistant Principal, Teachers, Community Involvement Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
Recruit parents to attend the Parent Academy utilizing the Parent Teacher Association (PTA).	Principal, Assistant Principal, Teachers, Community Involvement Specialist, PTA	8/20/2007	5/14/2008	Improve Public Perception	0

Research-Based Programs

National Parent Teacher Association

Professional Development

Parent Portal
 Computer Literacy
 FCAT Success
 Research Skills

Evaluation

This objective will be evaluated by the number of parents/guardians who enroll and attend Parent Academy courses offered on and off campus. The enrollment will be monitored on a quarterly basis in order to determine if additional strategies need to be developed.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Increase attendance ranking.

Needs Assessment

Attendance data indicates that a mean of 95.19 percent of the students were present during the 2006/2007 school year.

In recent research conducted by the Office for Juvenile Justice and Delinquency Prevention (OJJDP, 2001), links between truancy and other, more serious forms of delinquency have been delineated. For example, the links between truancy and substance abuse, vandalism, auto theft, and gang behavior have all been established in criminology literature (Loeber & Farrington, 2000). The link between truancy and later, violent offending has been established in studies that examine male criminality (Ingersoll & LeBoeuf, 1997). In turn, adults who were truants as juveniles tend to exhibit poorer social skills, have lower paying jobs, are more likely to rely on welfare support, and have an increased likelihood of incarceration (Hawkins & Catalano, 1995).

Measurable Objective

Given the need to improve student attendance and maintain student safety, students in grades kindergarten through five will increase the percent of students present by 0.5 percent as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Contact parents using Connect-Ed to notify them of student absences.	Principal, Assistant Principal, Teachers	08/20/2007	06/04/08	Improve Public Perception	0
Verify contact numbers in order to decrease incorrect phone numbers on the ISIS system in order to increase percent of successful calls when notifying parents of absent students.	Principal, Assistant Principal, Teachers, Community Involvement Specialist	8/20/2007	6/04/2008	Other/ Not Applicable	0
Utilize the Community Involvement Specialist (CIS) to keep in contact with parents in order to assist with issues that may keep their child from attending school.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	5/23/2008	Improve Public Perception	0
Implement a school-wide Attendance Initiative, which will include incentives for daily attendance and highest classroom average.	Principal, Assistant Principal, Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	400

Research-Based Programs

Not Applicable

Professional Development

Train staff on the use of Connect-Ed

Evaluation

This objective will be evaluated by the mean percent of students present during the 2007/2008 school year. The attendance will be monitored on a weekly basis in order to determine if additional strategies need to be developed. Attendance ranking within the region will also be used to evaluate attendance.

Technology Goal

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

Florida Education Priorities

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

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Technology Statement

Increase the comfort level in students using technology.

Needs Assessment

A school-site developed student survey, given to students in grades two and three, indicate 80 percent of the students are not comfortable utilizing iPods and 73 percent are not comfortable utilizing laptops.

Measurable Objective

Given the need for students to learn to function effectively in a global community, the school will increase the student comfort level in using iPods and laptops by comparing the pre- and post- technology survey results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule students with the technology teacher for iPod and laptop training during content area.	Principal, Assistant Principal	8/20/2007	5/23/2008	Other/ Not Applicable	0
Assign home learning activities, which include the use of the iPod and laptop.	Principal, Assistant Principal	8/20/2007	5/23/2008	Other/ Not Applicable	200
Align textbooks on the iPods and laptops utilizing iTunes for student use.	Principal, Assistant Principal, Technology Coordinator, Computer Specialist	8/20/2007	5/23/2008	District-wide Literacy Plan	0

Research-Based Programs

Not Applicable

Professional Development

Florida Educational Technology Conference (FETC) iPod and Laptop in the Classroom Training

Evaluation

This objective will be evaluated by the percent of students increasing their comfort level as evidenced by a pre- and post-survey.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Increase Health and Physical Fitness levels in all of the students

Needs Assessment

Results of the 2006-2007 Physical Fitness Test Summary (FITNESSGRAM) indicate that 100 percent of students were tested and 46 percent received an award.

Measurable Objective

Given the need to improve physical fitness levels, the number of students in grades four and five scoring at a Fit Gram Level Gold or Silver will increase by 1% as evidenced by the FITNESSGRAM results on the 2008 administration of the FITNESSGRAM Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer FITNESSGRAM pre and post test.	Principal, Assistant Principal, Physical Education Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	0
Implement physical fitness activities with an emphasis on cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, Physical Education Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	0
Ensure that nutrition, hygiene, and health activities are encompassed in the instructional program.	Principal, Assistant Principal, Physical Education Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	0
Include fitness articles in the monthly newsletter to parents and on the school's website.	Principal, Assistant Principal, Technology Coordinator	10/1/2007	5/23/2008	District-wide Literacy Plan	0

Research-Based Programs

FITNESSGRAM

Professional Development

District Physical Education Meetings and Trainings

Evaluation

The objective will be evaluated by scores on the 2008 FITNESSGRAM test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Increase percent of students attending music performances on and off campus.

Needs Assessment

The 2006-2007 musical performance attendance logs indicate 30 students participated in the chorus program in grades three through five; however, only 24 students attended performances.

Measurable Objective

Given the need to retain students who perform in the chorus program and connect music to the museums magnet program, the number of students in the chorus program who perform in musical performances in grades three through five will increase to 30, when compared to 24 from the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct and attend, on and off school site, musical performances that enhance musical appreciation and self-esteem as evidenced by musical programs.	Principal, Assistant Principal, Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Incorporate cooperative learning, critical thinking skills, musical appreciation, and musical skills into lessons plans as evidenced by weekly instructional lesson plans.	Principal, Assistant Principal, Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Engage students in reading musical notation and performing on instruments such as recorders and bells as evidenced by weekly instructional lesson plans.	Principal, Assistant Principal, Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	0
Design programs which identify students who attend musical performances.	Assistant Principal, Music Teacher	08/20/2007	03/23/2008	Other/ Not Applicable	200

Research-Based Programs

Not Applicable

Professional Development

Florida Music Educators Conference

Evaluation

The objective will be evaluated by performance attendance logs and performance programs.

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

Return On Investment Statement

Return on Investment

Needs Assessment

Compared to similar schools, Southside’s percentile ranking is 25 and the percent of the highest ROI value is 49%.

Measurable Objective

Southside's ROI percentile ranking will increase by at least one percentile point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Provide strategies to parents for their student's academic improvement.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Reallocate school resources to better implement teaching, learning, and class-size mandates; i.e., combine teacher aide positions into a teacher position.	Principal, Assistant Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

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 participate in year round budget discussions.

Training:

The EESAC reviewed teacher and staff training needs relative to the 2007-2008 SIP.

Instructional Materials:

The EESAC reviewed and discussed the instructional materials specified in the 2007-2008 SIP at the September 14, 2007 meeting.

Technology:

The EESAC members participate in year round technology discussions. Technology targets in the 2007-2008 SIP were reviewed at the September 14, 2007.

Staffing:

The EESAC reviewed and discussed the staffing needs at the September 14, 2007 meeting.

Student Support Services:

The EESAC reviewed and discussed the support services needs at the September 14, 2007 meeting.

Other Matters of Resource Allocation:

The EESAC will be reviewing additional budgeted monies and making recommendations.

Benchmarking:

The EESAC will be discussing methods of assessing student progress throughout the school year.

School Safety & Discipline:

The EESAC has reviewed strategies to provide and maintain a safe learning environment as outlined in the SIP.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	6000
Mathematics	6000
Writing	0
Science	12500
Parental Involvement	800
Discipline & Safety	400
Technology	200
Health & Physical Fitness	0
Electives & Special Areas	200
Return On Investment	0
Total	26100



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