

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Springview Elementary School (5361)

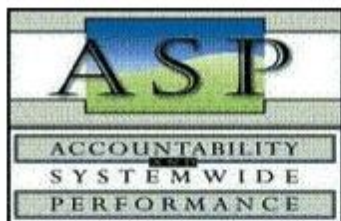
Feeder Pattern - Miami Springs Senior

Regional Center III

District 13 - Miami-Dade

Principal - Mayte Dovale

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Springview Elementary School is located on 7.49 acres in central Miami-Dade County at 1122 Bluebird Avenue, Miami Springs, Florida. The main building was completed in 1956 and includes nineteen classrooms, one computer lab, one media center, the main office and a cafetorium. Several years ago, a new addition was constructed to expand the school to include six classrooms, three resource rooms, one art lab, and one music lab. Two relocatables house the Pre-K Special Education (SPED) and Voluntary Pre-Kindergarten (VPK) classes. An additional portable houses an ESOL Self-contained class.

Springview's student population of approximately 526 students, pre-kindergarten through grade five, is comprised of 87 percent Hispanic, 9.3 percent White Non-Hispanic, 2.0 percent Black Non-Hispanic, and 1.7 percent Other. The school demographics also include the following: 19.5 percent English Language Learners (ELL), 7 percent SPED, 12.9 percent Gifted, and 46.6 percent Free/Reduced Lunch.

Based on the results of the 2006-2007 administration of the FCAT Reading there are 49 Level 1 and 28 Level 2 students in grades three, four and five. Based on the results of the 2006-2007 administration of the FCAT Mathematics test results there are 29 Level 1 students and 54 Level 2 students in grades three, four and five. The school has 67 students participating in the Gifted Program, 16 students participating in the VPK class, 8 SPED students and 8 role model students enrolled in our SPED Pre-K class. The majority of students reside in the surrounding neighborhood. Third grade retention is at 7.7 percent.

The school leadership team consists of one principal, an assistant principal, a reading coach, a Bilingual School Organization (BISO) lead teacher, a counselor, a media specialist, grade level leaders and curriculum leaders. There are 27 certified classroom teachers, two SPED teachers, one speech therapist, eight special area teachers, one part-time paraprofessional, one parent liaison, one part-time media clerk, five full-time office employees, one part-time office employee, six food service employees, and four full-time custodians employed at the school. The demographic makeup of the staff is as follows: 20 percent White, 7 percent Black, 73 percent Hispanic, 5 percent Male, and 95 percent Female. In addition, 45 percent have Master's Degrees, 2 percent have Specialist Degrees or above and 7 percent are National Board certified. The average years of teaching experience is 10 years and 5 percent of the staff are beginning teachers.

Springview Elementary School is in the Miami Springs Senior High School Feeder Pattern. When students leave Springview Elementary School, they attend Miami Springs Middle School. Miami Springs Middle School was awarded a school grade of "C" for the 2006-2007 school year. After attending Miami Springs Middle School, students transition to Miami Springs Senior High School.

Springview Elementary School is one of only ten Bilingual School Organization (BISO) sites in Miami-Dade County Public Schools. The BISO program provides the framework to provide extensive dual language instruction (Spanish and English) to all students in Kindergarten through grade four. The students at Springview Elementary School are given opportunities to participate in various programs provided during the school day, after school, and during the summer. Some of these programs are: Academic Excellence Program (AEP), Future Educators of America (FEA), before, during and after school tutoring, the Science Engineering Communications Mathematics Enhancement (SECME) Club, the Bilingual tutoring before and after school, the after school Spanish Immersion Program, and Enrichment Classes in the After School Care Program. The AEP classes meet three days a week for an hour to serve students in grades two through five who have attained stanines of six and above, and who are not eligible for the gifted program. FEA is geared toward high achieving fifth grade students interested in pursuing careers in education. An in-house tutorial program using Reading-Plus and Voyager is implemented daily 9:00 a.m. to 2:30 p.m. Before and after school tutoring is offered through the Bilingual Tutorial Program and the After School Care Program. The SECME Club meets twice weekly for an hour to serve second through fifth grade students interested in expanding their knowledge of Science, Engineering, and Mathematics. Bilingual tutorial is being offered for ELL students as an early-bird and after school tutorial in the areas of reading, mathematics and test-taking strategies. The Spanish Immersion Program meets after school three times per week. Enrichment in all academic areas is provided five days a week to all students through the After School Care program.

The Florida Department of Education has designated Springview Elementary School as an "A" School in 2000 and for the last six years (2002, 2003, 2004, 2005, 2006, and 2007). In 2003, 2004, 2005 and 2006 Springview Elementary School was also one of nine schools in Miami-Dade County Public Schools to receive the Five Star Award from the state of Florida for outstanding community involvement. Since the 2003-2004 school year through the 2006-2007 school year, Springview Elementary School met Adequate Yearly Progress (AYP). Springview also received the State of Florida's Golden School Award for parent volunteerism for the last 17 years.

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

Given instruction 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 Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

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

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

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a 3 percent increase in our attendance rate utilizing the end of the year attendance rate and District ranking reports.

Given an emphasis on the use of technology in education, all teachers will augment their use of technology as evidenced by a 10 percent increase in the percentage of teachers using technology to enhance the instructional process as well as to communicate utilizing the 2007-2008 STAR Survey .

Given the correlations between good health, nutrition and student achievement the percentage of students achieving overall high standards on the FITNESSGRAM will increase from 79 percent in 2006-2007 to 80 percent in 2007-2008.

Given emphasis on the benefits of participating in an enrichment program, the number of students enrolled in enrichment classes will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Springview Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 93rd percentile in 2004 to the 94th percentile on the next publication of the index.

The most current Organizational Performance Improvement Snapshot Survey (OPIS) from the fall 2006 reveals that over 75 percent of the teaching, clerical, custodial, food service, and support staff responded to the survey. The possible scores on each category of the survey ranges from one to five, with five meaning Always, and one meaning Never. The results of the OPIS Survey indicate a need for improvement in the categories of Strategic Planning and Process Management. The average scores on the other categories of the survey were 4.4 or above out of a possible five points. However, the results for the Strategic Planning category showed an average score of 4.2 and the Process Management category had an average score of 4.0. Given that these are the lowest ranking categories, the school has targeted these areas for improvement.

Springview will strive to improve in these two areas, as well as, maintain positive scores on all other areas of the survey during the 2007-2008 school year. In the Strategic Planning category, the school will continue to involve the staff in the development of the school's goals and objectives by allowing curriculum team leaders and team members ample time to meet and delineate objectives and strategies for improvement utilizing the Plan-Do-Study-Act (PDSA) Model. An effort will continue to be made to include non-instructional, clerical, and custodial staff in the decision-making process. In an effort to improve the rate of positive responses on the Process Management category, a needs assessment will be conducted to identify the resources which are available, as well as what resources are needed at the school. Using the leadership team, the questions in the Process Management category will be further analyzed to delineate more specific areas for improvement.



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.

5361 - SPRINGVIEW ELEMENTARY SCHOOL

VISION

Springview Elementary School is committed to developing lifelong learners in a climate of excellence through collaboration between the school, family and community.

MISSION

The principal, school leadership team, teachers, staff and community of Springview Elementary School are committed to the belief that all children should be encouraged to grow, learn and become productive through involvement in a continuous progression of meaningful learning experiences. As the instructional leader of Springview Elementary School, the principal will model best practices and ensure that our school is at the forefront of educational progress. We believe that our school's purpose is to challenge all students to apply high levels of critical and creative thinking in achieving academic and social skills. The staff and parents accept and share the responsibility for personal, academic and social growth, as well as, for positive participation in the learning process of their students. At Springview Elementary School, students will receive quality instruction from highly qualified teachers and staff. Our students will be immersed in an educational environment where they will become excited about their learning experiences and accomplishments.

CORE VALUES



School Improvement Plan 2007-2008



Pursuit of Excellence

Springview Elementary School strives to challenge students to apply high levels of critical and creative thinking.

Responsibility

Springview Elementary School accepts and shares the responsibility for positive participation in the learning process of its students.

Equity

Springview Elementary School employs all its resources to serve every student and eliminate any learning barriers.

School Demographics

Springview Elementary School is located in an active, involved and close-knit community just minutes from Miami International Airport. Our student population of approximately 526 students, Pre-Kindergarten through grade five, is comprised of 458 (87 percent) Hispanics, 47 (9 percent) White Non-Hispanic, 13 (2.0 percent) Black Non-Hispanic, and 8 (1.7 percent) Other. The school demographics also include the following: 102 (19.5 percent) ELL, 36 (7 percent) SPED, 69 (12.9 percent) Gifted, and 247 (46.6 percent) Free/Reduced Lunch. The average class size at Springview Elementary School is as follows: Pre-K – 3 students to teacher ratios are: 20.2:1. The average class sizes for 4 – 5 are 19.6:1. The SPED program provides instruction for SPED students through inclusion and resource classes meeting the individual needs of the SPED students. Based on the results of the 2006-2007 administration of the FCAT Reading there are 49 Level 1 and 28 Level 2 students in grades three, four and five. Based on the results of the 2006-2007 administration of the FCAT Mathematics test results there are 29 Level 1 students and 54 Level 2 students in grades three, four and five. The school has 67 students participating in the Gifted Program, 16 students participating in the VPK class, 8 SPED and 8 role model students enrolled in our SPED Pre-K class. The majority of students reside in the surrounding neighborhood. Third grade retention is at 7.7 percent. Springview Elementary School is in the Miami Springs Senior High School Feeder Pattern. When students leave Springview Elementary School, they attend Miami Springs Middle School. Miami Springs Middle school was awarded a school grade of “C” for the 2006-2007 school year and after attending Miami Springs Middle School students transition to Miami Springs Senior High School.

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Areas of concern for Springview Elementary School include the lack of funds available to provide resources for teachers and/or students such as a full-time micro-systems technician, a mathematics coach, and paraprofessional support at each grade level. Additionally, school safety becomes an issue with only one security monitor responsible for the entire school grounds. Another area of concern is the limited amount of classrooms, resource rooms, and storage space.

The school leadership team consists of one principal, an assistant principal, a reading coach, a Bilingual School Organization (BISO) lead teacher, a counselor, a media specialist, grade level leaders and curriculum leaders. There are 44 certified classroom teachers, of which 2 (5 percent) are SPED teachers, 2 (5 percent) teachers of the gifted, 1 (2 percent) is a speech pathologist, 8 (18 percent) special area teachers. The demographic makeup of the instructional staff is as follows: 4 White (9 percent), 3 Black (7 percent), 37 Hispanic (84 percent), 4 Male (9 percent) and 40 Female (90 percent). In addition, 45 percent of the instructional staff have Master's Degrees, two percent have Specialist Degrees or above and 7 percent are National Board Certified. The average years of teaching experience is 10 years and 5 percent of the staff are beginning teachers. Additionally, Springview Elementary also has one part-time paraprofessional, one parent liaison, one part-time media clerk, five full-time office employees, one part-time office employee, six food service employees, and four full-time custodians employed at the school.

Currently, there are no concerns regarding vacancies or staff recruitment.

An analysis of the Miami-Dade County Public Schools Percentage-of-Attendance Report indicates that Springview's attendance rate for 2006-2007 was 94.1 percent.

The students at Springview Elementary School are given opportunities to participate in various programs provided during the school day, after school, and during the summer. Some of these programs are: Academic Excellence Program (AEP), Future Educators of America (FEA), before, during and after school tutoring, the Science Engineering Communications Mathematics Enhancement (SECME) Club, the Bilingual tutoring before and after school, the after school Spanish Immersion Program, and Enrichment Classes in the After School Care Program. The AEP classes meet three days a week for an hour to serve students in grades two through five who have attained stanines of six and above, and who are not eligible for the gifted program. FEA is geared toward high achieving fifth grade students interested in pursuing careers in education. An in-house tutorial program using Reading-Plus and Voyager is implemented daily 9:00 a.m. to 2:30 p.m. Before and after school tutoring is offered through the Bilingual Tutorial Program and the After School Care Program. The SECME Club meets twice weekly for an hour to serve second through fifth grade students interested in expanding their knowledge of Science, Engineering, and Mathematics. Bilingual tutorial is being offered for ELL students as an early-bird and after school tutorial in the areas of reading, mathematics and test-taking strategies. The Spanish Immersion Program meets after school three times per week. Enrichment in all academic areas is provided five days a week to all students through the After School Care program.

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School Improvement Plan

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Yearly Progress (AYP). Springview also received the State of Florida's Golden School Award for parent volunteerism for the last 17 years.

Springview has been awarded a Reading First Grant, an English Language Learners (ELL) grant which funds the research-based Waterford Learning Program and the All Students, All Schools Inclusion Grant which funds an hourly paraprofessional to promote inclusive practices. In addition, Springview Elementary School received, for two years, the Enhancing Education Through Technology Grant (EETT) which selects a cohort of 12 teachers from all areas in the school to participate in a technology training program and serve as a support team to faculty members.

In 2006-2007, Springview met or surpassed the state level of mastery in FCAT reading, mathematics, and writing, as well as exceeded the district's level of achievement in all three areas. All subgroups identified in the No Child Left Behind Act (NCLB) exceeded the state level of mastery and the District's performance. Springview also met the state's mean scale score in Science and exceeded the District's mean scale score. A further analysis of FCAT performance results has indicated the following opportunities for improvement in increasing student achievement: The school will focus on increasing the percentage of fifth graders achieving high standards in science, improvement in Reference and Research school wide, and specific content strands in FCAT Reading and Mathematics across grade levels. Further, Springview will maintain high levels of achievement on the 2008 FCAT Writing+ (4.0 and above) and reduce the percentage of students scoring in the lowest 25 percent on the 2008 FCAT Reading and Mathematics.

Springview Elementary School's community sponsored activities include Chevy's Family Night and Math Night at Milam's Market. Springview Elementary's Dade Partners include: Papa John's. Washington Mutual, Chevy's Fresh Mex Restaurant, Outback Doral Steakhouse, Milam's Market and Office Depot.

School Foundation

Leadership:

The results of the 2006 administration of the OPIS Survey show that the average score was 4.4 on the Leadership category which asks questions relating as to how the leadership team is performing at Springview Elementary School. Overall, the staff at Springview believes that the leadership sets direction for the school, shares the mission and vision of the school with the staff, creates a positive working environment and involves its employees in the day to day operation of the school. The above average scores indicate the staff's satisfaction with the leadership team at Springview Elementary School.

District Strategic Planning Alignment:

The results of the 2006 administration of the OPIS show that the average score was 4.2 on the Strategic Planning category which asks questions relating to the staff's involvement in the development of goals and objectives for the school. Overall, the staff members who responded to the survey feel that their input in the development of the school's goals for improvement is valued and sought. The administration at Springview will continue to seek input from its employees in the development of the School Improvement Plan and school related goals.

Stakeholder Engagement:

The results of the 2006 administration of the OPIS show that the average score was 4.4 on the Customer and Market Focus category which asks questions relating to the level of satisfaction of Springview's customers. On average, Springview's staff believes that there is effective communication with its customers regarding their satisfaction or dissatisfaction with its customers. Also, the organization believes that its customers express their needs, wants, and their problems are effectively addressed.

Faculty & Staff:

As indicated by the 4.3 average score on the Human Resources Focus category of the OPIS Survey, the staff at Springview Elementary School cooperates and works as a team to achieve the school's mission and to adequately set goals and objectives. Springview continues to strive to ensure that all teachers work cooperatively through collaborative planning and curriculum team meetings. Further efforts to ensure staff cooperation are the Teacher Mentoring Program and Professional Growth Teams.

Data/Information/Knowledge Management:

The results of the 2006 administration of the OPIS Survey shows that the average score was 4.5 on the Measurement, Analysis, and Knowledge Management category which asks questions relating to the staff's knowledge and ability to utilize data to monitor progress. On average, the respondents feel that they are familiar with how to measure and analyze the quality of their work and how to make changes where necessary. The staff believes they receive information needed to impact their job function and to be aware of the organization's progress toward achieving its goals. The staff is trained on data analysis and how it pertains to student achievement.

Education Design:

The research based model Springview Elementary uses is the Continuous Improvement Model (CIM). At Springview Elementary we begin by assessing students to determine program placement. The assessment data is further analyzed to determine who is in need of immediate intensive interventions and what instructional strategies should be employed. This process will be facilitated by utilization of quarterly and district assessments. Edusoft software will be utilized to expedite data collection. This software allows teachers to receive immediate feedback of their students' progress, providing teachers the information needed to implement the necessary instructional strategies. Teachers rated strategy planning on the OPIS survey at 4.3. The implementation component includes, but is not limited to; small group instruction, before, during, and after school, flexible grouping, computer assisted instruction, and whole class instruction. Program implementation is monitored weekly by the administrative team. Support is provided through staff development and shared best practices.

Performance Results:



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The suspension rate at Springview Elementary School in 2006-2007 was less than one percent for indoor suspensions and no out-of-school suspensions were issued. The teachers and staff at Springview Elementary School work diligently to ensure that students maintain a high standard of discipline and comply with the school's established discipline policy. The school's Student Support Team (SST) comprised of the assistant principal, counselor, reading coach, and teachers monitor students who may be at-risk and provide interventions to reduce the future drop out rate. Springview will continue to utilize the school wide assertive discipline plan to ensure consistent acceptable behavior norms within the school. The results of the 2006 administration of the OPIS Survey shows that the average score was 4.5 on the Measurement, Analysis, and Knowledge Management category which asks questions relating to the staff's knowledge and ability to utilize data to monitor progress.



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 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

Springview Elementary School will show improved performance in reading for all students.

Needs Assessment

Based on disaggregated data from the 2007 FCAT Reading Assessment, 79 percent of students met high standards, 70 percent made learning gains and 58 percent of students scoring in the lowest 25 percent made learning gains. At the current level of performance, the school is faced with the challenge of increasing the percent of students achieving high standards by 21 percent and increasing the percent of students making learning gains by 30 percent. Additionally, 42 percent of the students in the lowest 25 percent need to make learning gains. In addition, 75 percent of all students tested achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report, while 52 percent of English Language Learners (ELL) students attained Level 3 or above on the 2007 FCAT Reading. An analysis of the data across grade levels from the 2007 FCAT Reading test, indicates that in third grade, 76 percent of students attained a Level 3 or above, in fourth grade 70 percent of students attained a Level 3 or above, and in fifth grade 70 percent of students attained a Level 3 or above. When comparing the three grade levels, it is evident that fourth and fifth grade need to increase the percentage of students achieving high standards. Further analysis of the data indicates that third graders must increase the average score on the Reference and Research content strand, and fourth and fifth graders must increase the average score on the Words and Phrases content strand. Increased instructional efforts in these areas should result in higher levels of student achievement. Professional development in the aforementioned areas will need to be provided and monitored. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Springview Elementary School.

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer district assessments, such as DIBELS to students in Kindergarten through grade three, and students in grades four through grade five scoring at Level 1 and 2 on the FCAT, to assess students' readability levels.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide incentives to individual students who achieve predetermined goals in the Accelerated Reader program in grade one through grade five to promote independent reading.	Principal, Assistant Principal, Reading Coach, Classroom Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	3000
Involve all students in grades Kindergarten through five in school wide reading activities including Reading Under the Stars, Reading on the Green Picnic, and Scholastic Book Fair, and reading to the Principal and Assistant Principal to foster a life-long interest in reading and improve reading achievement.	Principal, Assistant Principal, Reading Coach, Classroom Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Involve all students in grades Kindergarten through grade five in school wide FCAT Word activities including Principal's Word of the Week and FCAT Word of the Week using closed-circuit presentations to strengthen vocabulary development.	Principal, Assistant Principal, Reading Coach, Classroom Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	500
Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize computer assisted programs in Reading including Reading Plus, Accelerated Reader and S.T.A.R. in grades Kindergarten through grade five and FCAT Explorer, Riverdeep in grades three through grade five to improve reading comprehension and promote independent reading.	Principal, Assistant Principal, Reading Coach, Media Specialist, Classroom Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide training to teachers, paraprofessionals, parents, and volunteers as indicated by the needs assessment process to ensure higher levels of student achievement.	Principal, Assistant Principal, BISO Lead Teacher, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Conduct student-teacher, administrator-teacher, and administrator-student conferences to analyze FCAT and interim assessment results of students in grades three through grade five.	Principal, Assistant Principal, Classroom Teacher, Guidance Counselor	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide additional support during Spanish Language Arts by conducting small group instruction delivered by Spanish Teachers.	Principal, Assistant Principal, BISO Lead Teacher	08/20/2007	06/05/2008	Dual Language	0
Provide intensive remediation to SWD Students utilizing small group instruction offered via our Inclusion Model grant and before and after school tutoring program.	Principal, Assistant Principal, SPED Teachers, Hourly Paraprofessional	08/20/2007	06/05/2008	Inclusion of SWD	10000
Utilize Regional Center III "Data Protocols" to analyze reading data and conduct data debriefing sessions.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Research-based reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, teacher lead centers, spiral and integrated curricula, and differentiated instruction. Programs used will include: Houghton Mifflin Reading Series for Miami-Dade, Soar to Success, Accelerated Reader, Voyager, FCAT Explorer, Riverdeep and Reading Plus, and CRreating Independence through Student-owned Strategies (CRISS).

Professional Development



School Improvement Plan

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Assessment data will be shared with teachers, and they will be trained on how to interpret the data and adopt new strategies as needed. Staff members will continue to be trained on desegregating DIBELS data in order to identify the needs of the individual students. Instructional Staff will be provided professional development activities that include information about successful research-based reading instructional strategies such as CRISS. Teachers will also attend in-house workshops on the use of FCAT Reading item specifications, and Data Driven Analysis. Professional Development will be provided for all instructional staff on Houghton Mifflin, the adopted reading series, on the five day plan, differentiated instruction, and guided reading. Using the District's Educational Portal, teachers have registered and will continue to register for reading in-services that will be offered.

Evaluation

Summative assessment will be the 2007 – 2008 FCAT Reading Test.

Formative assessment will be done through progress monitoring which will include the following:

District Interim Assessments will demonstrate 80 percent mastery by all students.

Students will demonstrate 80 percent mastery as measured by Accelerated Reader test performance.

Students will demonstrate a measurable increase in DIBELS results during the school year throughout the three DIBELS administrations.

Students in before, during and after/school tutoring will demonstrate 80 percent mastery as measured by pre and post tests.

Reading interim assessments will be administered as a progress monitoring tool.

A School Improvement Plan (SIP) mid-year review and benchmark testing will provide information from additional formative assessment.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Springview Elementary School will show improved performance in mathematics for all students.

Needs Assessment

An analysis of the data reveals that on the 2007 FCAT Mathematics, 78 percent of students met high standards and 72 percent made learning gains. At the current level of performance the school is faced with the challenge of increasing the percent of students achieving high standards by 22 percent and increasing the percent of students making learning gains by 28 percent. Additionally, 74 percent of all students tested achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report, while 73 percent of ELL students attained Level 3 or above on the 2007 FCAT Mathematics test. An analysis of the data across grade levels from the 2007 FCAT Mathematics test, indicates that in third grade, 74 percent of students attained a Level 3 or above, in fourth grade, 74 percent attained a Level 3 or above, and in fifth grade, 70 percent of students attained a Level 3 or higher. A further comparative analysis of the data across grade levels shows evidence that all grades will need to increase student skills in the Algebraic Thinking content clusters, since scores across all three grades on the Algebraic Thinking content strand was below 60 percent. Additionally, fourth grade would benefit from increased instruction in the Measurement content cluster given that the average score was 62 percent for all fourth grade students. In the Data Analysis content strand, fifth grade's average score was 58 percent for all students tested, therefore this content strand also needs to be earmarked for improvement. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Springview Elementary School.

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in grades three through grade five, in all subgroups scoring at Level 1 and Level 2 of the FCAT Mathematics.	Principal, Assistant Principal	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement a small group differentiated instructional program using research-based materials such as FCAT Explorer and Riverdeep to improve student achievement.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide opportunities for students in grades Kindergarten through grade five to work cooperatively using manipulative and problem solving techniques in order to develop higher-order cognitive skills.	Principal, Assistant Principal, Mathematics Curriculum Leader, Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide training to teachers, paraprofessionals, parents, and volunteers as indicated by the needs assessment process to ensure higher levels of student achievement.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement Math Family Night at Milam's Market for students in Kindergarten through grade five in order to expose students to real-world mathematics problem solving while involving families in the learning process.	Principal, Assistant Principal, Mathematics Curriculum Leader, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement School Savings Program sponsored by Washington Mutual Bank for grades two through grade five in order to engage students in Mathematics activities that involve problem solving related to real-life situations that exposes them to various careers in the banking and finance industry.	Principal, Assistant Principal, Parent Liason	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide tutoring to include computer assisted programs such Riverdeep in grades two through grade five to improve mathematics skills.	Principal, Assistant Principal, Mathematics Curriculum Leader	08/20/2007	06/05/2008	District-wide Literacy Plan	5000
Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal, Assistant Principal, BISO Lead Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Conduct FCAT Chats and interim assessment results of students in grades three through grade five.	Principal, Assistant Principal, Guidance Counselor	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize Regional Center III "Data Protocols" to analyze mathematics data and conduct data debriefing sessions.	Principal, Assistant Principal, Mathematics Curriculum Leader	08/20/2007	06/05/2008	District-wide Literacy Plan	0

Research-Based Programs

Research-based programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include: Scott Foresman-Addison-Wesley Mathematics and Voyager Math Riverdeep

Professional Development

Professional development will be provided to all instructional personnel to increase student achievement in the following: Using the District's educational portal, teachers have registered and will continue to register for Mathematics in-services that will be offered. Staff members will be taught how to disaggregate the data in order to identify the needs of the individual students and drive instruction. Assessment data will be shared with teachers, and they will be trained on how to interpret the data and adopt new strategies needed. Teachers will attend in-house workshops on the use of FCAT mathematics item specifications to ensure a thorough understanding of all benchmarks. Teachers will receive training for technology-assisted instruction, including Riverdeep and FCAT Explorer.

Evaluation



School Improvement Plan 2007-2008



Summative assessment will be the 2007-2008 FCAT Mathematics Test.

Formative assessment will be done through progress monitoring which will include the following:

District Interim Assessments will be administered as a progress monitoring tool.

A School Improvement Plan (SIP) mid-year review and benchmark testing will provide information from additional formative assessments.

Writing Goal

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

Florida Education Priorities

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

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the data revealed that on the 2007 Administration of the FCAT Writing+ 84 percent of students scored 3.5 or above and 69 percent scored 4.0 or above. Eighty-nine percent of students in grade four scored 3.0 or above on the Narrative prompt and 77 percent of students scored 3.0 or above on the Expository prompt. In addition, 61 percent of students scored 4.0 on the expository, while 75 percent of students tested scored 4.0 or higher on the narrative prompt. While 84 percent of students scored 3.0 or above, only 19 percent of students scored 4.5 or higher in the narrative prompt, and 34 percent of students scored 4.5 or higher on the expository prompt. Though our data indicated that students showed strength in both expository and narrative writing, continuous instruction is required to further raise student achievement levels in both areas. The data indicated that the greatest area of need is to improve the number of students scoring at the higher levels (4.5 and above) on both narrative and expository writing. Increased instructional efforts in this area should result in higher levels of student achievement. Professional development in the area of expository writing needs to be provided and monitored. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Springview Elementary School.

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 4 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize effective writing strategies, such as the five paragraph model, Magnified Moments, sentence expansion, vivid verbs, and journal writing in Kindergarten through five to improve narrative writing and strengthen expository writing.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement and monitor a school developed instructional focus calendar for all students, using the six point rubric to evaluate student writing throughout the year.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	Continuous Improvement Model	0
Develop and administer school wide monthly prompts in Kindergarten through five (narrative and expository) to ensure that students are provided opportunities to demonstrate mastery in writing skills.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Showcase an author of the month in grades three through five.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide training and model lessons to grade three and grade four teachers during common planning time as indicated by the needs assessment process to ensure higher levels of student achievement. When feasible, allow teachers to visit model classrooms within the school, feeder pattern and Regional Center III.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide additional support during Spanish Language Arts by conducting small group instruction delivered by Spanish Teachers.	Principal, Assistant Principal, Reading Coach, BISO Lead Teacher	08/20/2007	06/05/2008	Dual Language	0

Research-Based Programs

Research-based programs focus on student outcomes. Characteristics of these programs include standard-based instruction, teacher-lead centers, spiral and integrated curricula, and differentiated instruction. Programs used will include: Houghton Mifflin Reading Series for Miami-Dade, Voyager, and CRISS Strategies.

Professional Development

Using the School District's Educational Portal, teachers have registered and will continue to register for writing in-services that will be offered.

Teachers will attend in-house workshops on narrative and expository writing instructional techniques and classroom demonstrations (school-site, feeder pattern, Regional Center III).

Evaluation

Scores from the 2008 FCAT Writing+ will be used to evaluate this objective. District Pre and Post tests, and monthly writing samples will be used to monitor progress toward accomplishing this objective. A School Improvement Plan (SIP) mid-year review and benchmark testing will provide information from additional formative assessment.

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

Science Statement

Springview Elementary School will show improved performance in science for all students.

Needs Assessment

An analysis of the data revealed that on the 2006-2007 FCAT Science Test students in grade five attained a mean scale score of 298 compared to a mean scale score of 295 for grade five students in the district and 306 for grade five students throughout the state of Florida. The scores indicate that we are performing above the district's average and slightly below the state's average. Students in grade five scored at or above 50 percent on all content clusters and maintained or showed improvement on all the content clusters except Life and Environment as compared to the 2006-2007 FCAT Science Test. Further analysis indicated that the average score on the Earth/Space content cluster was 53 percent and in the Scientific Thinking content cluster the average score was 50 percent on the 2006-2007 FCAT Science Test. After reviewing student performance on the 2006-2007 Science FCAT Test, teachers and members of EESAC identified Life and Environment and Scientific Thinking as the greatest areas of need. Increased instructional efforts in these areas should result in higher levels of student achievement. Professional development in the aforementioned areas will need to be provided and monitored. The administrative team will be responsible for monitoring and supporting professional development opportunities offered to teachers at Springview Elementary School.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with the opportunity to participate in a school wide Science Fair to promote achievement in Scientific Thinking. Students in grade four and five will complete individual projects and students in grades Kindergarten through grade three will complete a class project utilizing the Scientific Method.	Principal, Assistant Principal, Science Curriculum Leader, Science Curriculum Team	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implementation of a second through fifth grade student Science Club (SECME) to promote student achievement and reinforce the Scientific Method.	Principal, Assistant Principal, Science Curriculum Leader	08/20/2007	06/05/2008	Advanced Academics	
Provide students in Kindergarten through fifth grade with the opportunity to attend presentations and field trips that focus on careers in science to reinforce all science content clusters.	Principal, Assistant Principal, Science Curriculum Leader	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide training to teachers, paraprofessionals, parents, and volunteers as indicated by the needs assessment process to ensure higher levels of student achievement.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize supplemental materials provided by the Scott Foresman series to classroom teachers to aid with science instruction.	Principal, Assistant Principal, Science Curriculum Leader	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide opportunities for Kindergarten through fifth grade teachers to analyze FCAT Science questions and annually assessed benchmarks to help target instruction.	Principal, Assistant Principal, Science Curriculum Leader	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Provide opportunities for Kindergarten through fifth grade teachers to visit other teachers to observe integration of science objectives.	Principal, Assistant Principal	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of student data to improve instructional focus.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Increase science instructional hours in grade 5 to allow students to participate in the scientific process (departmentalized).	Principal, Assistant Principal, Science Curriculum Leader	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the District's Pacing Guide for Science Instruction in Kindergarten through grade five.	Principal, Assistant Principal, Science Curriculum Leader, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize Regional Center III "Data Protocols" to analyze science data and conduct data debriefing sessions.	Principal, Assistant Principal, Science Curriculum Leader, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Research-based programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, spiral and integrated curricula, and differentiated instruction. Programs used will include: Scott Foresman Science Series.

Professional Development

Using the School District's Educational Portal, teachers have registered and will continue to register for Science in-services that will be offered. Teachers will participate in in-house professional development training offered by District Science Curriculum Support Specialist. Teachers will meet regularly to share ideas and activities to increase student achievement in scientific thinking and focus on additional student needs and strands.

Evaluation



School Improvement Plan 2007-2008



Scores from the 2007-2008 FCAT Science Test will be used to evaluate this objective.

Interim assessments will be administered to provide formative assessment.

District provided interim assessments (for grades 4 and 5) and pre and post-tests will be used to analyze progress and redirect instruction for reinforcement and/or enrichment.

Unit tests will be used to determine student proficiency.

A School Improvement Plan (SIP) mid-year review and benchmark testing will provide information from additional formative assessments.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Springview Elementary School will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Based on the 2006-2007 data of school-related events, there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on involving parents in academic programs in an effort to increase student achievement among all students. Workshops will be provided to parents in an effort to assist them with the educational, social, and emotional development of their children.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze Parental Involvement Rosters upon the completion of each school activity in order to monitor progress and/or make necessary adjustments.	Principal, Assistant Principal, School Climate and Safety Curriculum Leader, Parent Liason	08/20/2007	06/05/2008	Parental Choice Options	0
Provide parents with results of interim assessments in order to enable them to monitor their child's progress.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement family nights on campus and at community sites in order to provide parents with an informal setting to participate in their child's education.	Principal, Assistant Principal Parent Liaison	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement a program to recognize volunteers' contributions through avenues such as school newsletter, school website and Volunteer Recognition Ceremony.	Principal, Assistant Principal Parent Liaison	08/20/2007	06/05/2008	Improve Public Perception	2000
Maintain Parent Resource Center with updated information on matters pertinent to parents and monitor to ensure proper utilization.	Principal, Assistant Principal Parent Liaison	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide a monthly parent calendar to inform parents of upcoming events and activities.	Principal, Assistant Principal, Elementary School Assistant	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide bilingual parent workshops on topics that correspond to specific content areas identified through a needs assessment process (results of the 2006 FCAT and assessments) and/or parent survey.	Principal, Assistant Principal, BISO Lead Teacher, Reading Coach	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Communicate pertinent information to parents via the school web page	Principal, Assistant Principal, Media Specialist	08/20/2007	06/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

MDCPS Volunteer Coordinator training
 Parent Academy Seminars for Parents will be provided
 Bilingual Parent Outreach Program Parent Seminars will be provided

Evaluation

This objective will be evaluated by the percent of parents who are involved in school activities as documented by Parental Involvement Rosters. Volunteer logs will also be used to document parental involvement hours on a quarterly basis.

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

Discipline & Safety Statement

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

Needs Assessment

An analysis of the Miami-Dade County Public Schools Percentage-of-Attendance Report indicates that Springview's attendance rate for 2006-2007 was 94.1 percent.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a 3 percent increase in our attendance rate utilizing the end of the year attendance rate and District ranking reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze weekly and monthly attendance charts in order to monitor school attendance rates.	Principal, Assistant Principal,	08/20/2007	06/05/2008	Exchange Meaningful Information	300
Reduce the number of students in truancy program by monitoring the number of tardies and absences; and intervening once the student has had five unexcused tardies or absences.	Principal, Assistant Principal, Elementary School Assistant	08/20/2007	06/05/2008	Truancy Prevention	0
Implement the Attendance Race by homeroom and recognize winners on closed circuit television to motivate students to attend school daily.	Principal, Assistant Principal, Guidance Counselor	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Glad You're Here program to motivate students to attend school daily.	Principal, Assistant Principal, Guidance Counselor	08/20/2007	06/05/2008	Truancy Prevention	0
Maintain communication with parents regarding student absences and tardies to curtail the number of absences and/or tardies.	Principal, Assistant Principal, Elementary School Assistant	08/20/2007	06/05/2008	Truancy Prevention	0

Research-Based Programs

National PTA Standards for Parent/Family Involvement Programs, and the Continuous Improvement Model

Professional Development

Provide in-service to teachers emphasizing the correlation between attendance and student achievement, training on attendance procedures and guidelines, and training on TIPS program.

Evaluation

Weekly and monthly attendance charts will be used to provide information on the attendance rate throughout the year. This objective will be evaluated by the end of the year attendance rate and District ranking reports.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Springview Elementary School will promote equitable and universal access to technology.

Needs Assessment

An analysis of the data of the results of the 2006 Florida STAR Survey indicates that on average, 46 percent of teachers are using technology on a regular basis to perform administrative tasks, deliver lessons, email other school or district staff, email parents, and create presentations.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their use of technology as evidenced by a 10 percent increase in the percentage of teachers using technology to enhance the instructional process as well as to communicate utilizing the 2007-2008 STAR Survey .

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development utilizing the Professional Learning Communities and showcase best practices aligned with the results of the needs assessment.	Principal, Assistant Principal, Technology Curriculum Leader Media Specialist	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize computer assisted programs in the classroom including Riverdeep, Reading Plus, United Streaming, FCAT Explorer, Atomic Learning, Microsoft Office, and the electronic gradebook to increase technology usage by teachers.	Principal, Assistant Principal, Technology Curriculum Leader Media Specialist	08/20/2007	06/05/2008	Continuous Improvement Model	0
Identify a Grant Writing Team to seek additional funds to supplement technology needs.	Principal, Assistant Principal, Technology Curriculum Leader	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the Plan-Do-Study-Act (PDSA) cycle school wide to ensure timely and accurate reflection of data to guide professional development needs.	Principal, Assistant Principal, BISO Lead Teacher, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Maintain school website with up-to-date information relevant to all stakeholders.	Principal, Assistant Principal, Media Specialist, Microsystems Technician	08/20/2007	06/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Not applicable

Professional Development

Using the School District's Educational Portal, teachers have registered and will continue to register for Technology in-services that will be offered. Provide in-house training in the use of Edusoft, Riverdeep, Reading Plus, FCAT Explorer, Brainpop, United Streaming, Atomic Learning, Microsoft Office and the electronic gradebook, as well as other in-services provided by Office of Instructional Technology (OIT).

Evaluation

This objective will be evaluated by the 2007-2008 STAR Survey results and various reports pulled from a variety of technology applications.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

The school will promote overall health and fitness to students.

Needs Assessment

An analysis of the fitness data shows that in 2006-2007, 79 percent of the students tested in grades four and five passed five out of six tests in the FITNESSGRAM.

Measurable Objective

Given the correlations between good health, nutrition and student achievement the percentage of students achieving overall high standards on the FITNESSGRAM will increase from 79 percent in 2006-2007 to 80 percent in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the number of students participating in the School Breakfast Program, using daily and quarterly reports to adjust the Breakfast Program as needed.	Principal, Assistant Principal, Cafeteria Manager	08/20/2007	06/05/2008	Student Wellness	0
Advertise the free School Breakfast Program by posting signs throughout the school and disseminating flyers in an effort to motivate individual students to participate in the School Breakfast Program.	Principal, Assistant Principal, Cafeteria Manager, School Climate Curriculum Leader	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Disseminate information to parents and staff regarding the correlation between good health, nutrition and student achievement.	Principal, Assistant Principal, School Climate Curriculum Leader	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Administer pre and post tests to determine FITNESSGRAM baselines to measure improvement.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Utilize FITNESSGRAM to assess student performance.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Plan activities to promote improvement in cardiovascular health, flexibility, muscular strength and endurance both in school and at home.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

Not Applicable

Professional Development

Using the District's Educational Portal, PE teachers have registered and will continue to register for Health and Physical Fitness in-services that will be offered.

Evaluation

This goal will be evaluated using the data from the 2008 FITNESSGRAM results

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 checked="" type="checkbox"/>

Electives & Special Areas Statement

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

Needs Assessment

Enrollment information for May 2007 shows 18 percent of the Springview total student population were enrolled in the After School Care (ASC) Enrichment Classes which include mathematics, reading, computers, dance, sports, cheerleading, art, and AEP (Academic Excellence Program).

Measurable Objective

Given emphasis on the benefits of participating in an enrichment program, the number of students enrolled in enrichment classes will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the number of students participating in enrichment classes, using daily and quarterly reports, to make necessary modifications to Enrichment Program.	Principal, Assistant Principal, After School Manager	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Showcase students participating in enrichment classes such as dance and cheerleading by including them in school wide performances to motivate other students to enroll.	Principal, Assistant Principal, School Climate and Safety Curriculum Team	08/20/2007	06/05/2008	Improve Public Perception	0
Advertise enrichment classes by posting signs throughout the school and disseminating flyers.	Principal, Assistant Principal, After School Care Coordinator	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Recruit teachers and community members to offer a variety of enrichment classes to expand the program and increase enrollment.	Principal, Assistant Principal, After School Care Coordinator	08/20/2007	06/05/2008	Academic Enrichment Opportunities	10000
Provide supplemental materials to aid and enrich the quality of instruction in enrichment classes.	Principal, Assistant Principal, After School Care Coordinator	08/20/2007	06/05/2008	Academic Enrichment Opportunities	10000
Identify students to participate in Advanced Academics Excellence Program	Principal, Assistant Principal, After School Care Coordinator	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide after school Spanish Immersion club to improve students' Spanish communication skills and fluency.	Principal, Assistant Principal, BISO Lead Teacher	08/20/2007	06/05/2008	Dual Language	20000
Provide additional opportunities for students to converse in Spanish by integrating Spanish activities throughout the school day.	Principal, Assistant Principal, BISO Lead Teacher, Faculty and Staff	08/20/2007	06/05/2008	Dual Language	0

Research-Based Programs

Not applicable

Professional Development

Participate in After-School Solutions Mini-Conferences

Evaluation

This objective will be evaluated by analyzing the 2008 enrichment classes' enrollment logs. Weekly and quarterly reports will be used to provide formative assessment.

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

Return On Investment Statement

Springview Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Needs Assessment

Compared to other schools, Springview Elementary School's percentile ranking is 93 and the percent of the highest ROI value is 44 percent.

Measurable Objective

Springview Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 93rd percentile in 2004 to the 94th 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.	Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use purchased programs effectively and increase student participation.	Principal, Assistant Principal, BISO Lead Teacher, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Reallocate school resources to better implement teaching learning and class size mandates.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use student data to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal, BISO Lead Teacher, Reading Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Consider shared use of facilities, partnering with community agencies.	Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

On the next State of Florida Return on Investment (ROI) index publication, Springview will show progress toward reaching the 94th 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 authorized use of EESAC funds to support student achievement. Funds were allocated to purchase supplemental classroom materials.

Training:

The EESAC supported the Plan-Do-Study-Act (PDSA) model. Members of EESSAC participated in two half-day data analysis activities.

Instructional Materials:

The EESAC made recommendations regarding instructional materials as needs arise in order to further student achievement.

Technology:

The EESAC recommended the utilization of technology as a strategy to accomplish school goals in the areas of reading, writing, mathematics, and science.

Staffing:

The EESAC participated in the planning process and is advised of staffing issues as they arise in order to raise student achievement.

Student Support Services:

The EESAC considered student support services when making decisions. The representative from the School Parent Liaison is a member of the EESAC.

Other Matters of Resource Allocation:

The EESAC recommended that all other matters of resource allocation be addressed and monitored as needed on an ongoing basis for the purpose of school performance excellence planning and student achievement.

Benchmarking:

The EESAC recommended benchmarking activities that are tied to the Sunshine State Standards.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC consulted with the School Safety Climate Committee when developing improvement strategies that promote a positive and effective learning climate.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13500
Mathematics	5000
Writing	0
Science	0
Parental Involvement	2000
Discipline & Safety	300
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	40000
Return On Investment	0
Total	60800



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