

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Sweetwater Elementary School (5431)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - Delio Diaz

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Sweetwater Elementary is located at 10655 S.W. 4th Street in the low socioeconomic urban community of Sweetwater within the Coral Park Feeder Pattern in Regional Center III. This 23 year old school has been retro-fitted to provide Internet access to all the classrooms. The surrounding area consists of small residential homes, apartments, and mobile homes. There are numerous community partners which include a fire rescue station that sits on the corner of 107th avenue. Located across the street are a park and a senior citizen activity center, where during special times of the year, the students participate in inter-generational activities. Our Dade Partners includes the McDonald's located at the northeastern corner of the physical education field, Washington Mutual Bank, Florida International University, Biomedical International Corp. and the Kiwanis of Little Havana.

The student population currently consists of 972 children enrolled in Pre-Kindergarten through fifth grade. The ethnicity of the student population is 98 percent Hispanic, 0.42 percent White, 0.48 percent Black, and 1 percent Asian/Indian Multiracial. Student attendance in prior years has been as follows: 2003-04 was 95.81 percent, 2004-05 was 95.48 percent, 2005-06 was 95.11 percent and for the 2006-2007 school year it was 95.56 percent.

The full-time teacher population consists of 52 classroom teachers, 5 Exceptional Student Education teachers, 2 physical education teachers, 1 art teacher, 1 music teacher, 1 library media specialist, 5 Spanish teachers, 2 English of Speakers of Other Languages (ESOL) teachers, and 2 guidance counselors. The attendance rate of the instructional staff is 95.78. The average class size in kindergarten through third grade is 17.58 and in grades four and five is 20.38. The retention rate is 7.5 percent. In addition, Sweetwater has a Title I program with 88 percent of the students qualifying for free or reduced lunch. The percentage of students who are English Language Learners (ELL) totals 36 percent of the school's population, while 9 percent are Students With Disabilities. (SWD)

The school offers a variety of programs to meet the needs of both the students and their parents. The diverse needs of the students are met through the various programs offered at the school including Title I, ELL, SWD, Academic Excellence Program (AEP) and Teaching Enrichment Activities to Minorities (TEAM). A before and after school extended learning day program funded by Title III is also offered, along with a standard Before and After-School Care Program. The Student Services department is instrumental in identifying needy students and families and provides both direct assistance and referrals to appropriate service agencies. The parents' needs are also met through monthly workshops covering a wide range of relevant topics. Parents also have the opportunity to participate in the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).

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

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

Given instruction based on the Sunshine State Standards, 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 and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts interaction as evidenced by comparing the participation rosters for the 2006-2007 to the 2007-2008 school years.

Given emphasis on a safe and orderly environment, student attendance will improve as evidenced by a one percent increase in the attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, at least 25 percent of teachers will create a class web page as evidenced by the school's website.

Given instruction based on the Miami-Dade County Public Schools Physical FITNESSGRAM standards, students in fourth and fifth grades will show an increase in the number of award recipients as evidenced by a five percent increase when comparing the 2006-2007 FITNESSGRAM results with the 2007-2008 FITNESSGRAM results.



# School Improvement Plan

## 2007-2008



Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Sweetwater Elementary's Return On Investment (ROI) percentile ranking will increase by at least one percentage point

The results of the 2007 Organizational Performance Improvement Snapshot (OPIS) are used to identify the categories in need of improvement. The two categories that were deemed to be in need of improvement are "business results" and "human resource focus" with a category score of 4.6. These two areas ranked the lowest among the seven surveyed categories. To improve these areas, the administration will address these categories at faculty meetings. Resources from the Region and District will be made available to faculty and staff members in an effort to provide further assistance in better understanding the areas of need.



# 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.

## 5431 - SWEETWATER ELEMENTARY SCHOOL

### VISION

The vision at Sweetwater Elementary is that meeting the academic, physical, emotional, and social needs of all students within a safe and positive environment is paramount to ensuring an excellent educational climate. A stimulating and appropriate educational experience is necessary for every child and that establishing a partnership among home, school, and the community will be beneficial for all.

### MISSION

Sweetwater Elementary's mission is to develop the maximum potential of each student. Students are actively involved with investigating curricular topics, applying critical thinking, and using technology to practice developmental skills, access information, and create products that will demonstrate their learning. A staff of caring professionals will join efforts with parents and community members to provide a stimulating and appropriate educational experience for every child in our school, encouraging each to become a self-directed, independent learner.

### CORE VALUES



# School Improvement Plan 2007-2008



## Excellence

We will maintain the highest standards in academic achievement and organizational performance, as we have done for the past 3 years.

## Integrity

We will encourage honesty, respect, and compassion, in order to improve the self-esteem, welfare, and safety of our school and community.

## Equity

We will promote an atmosphere of fairness and justice to ensure that no student will have to face achievement gaps.

## Citizenship

We respect the multicultural groups of our community and will make certain every child meets with educational success because our commitment goes beyond our professional responsibilities and we wish to promote democratic principles.

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## **School Demographics**

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Sweetwater Elementary School is located at 10655 S.W. 4th Street in the low socioeconomic urban community of Sweetwater within the Coral Park Feeder Pattern in Regional Center III. This two story facility was built in 1985 on 13 acres and includes, nine buildings which house 44 classrooms, a main office, a library media center and 13 relocatables. Eighty-eight percent of the school's students participate in the free and/or reduced lunch program, qualifying it to be a Title I school. Due to the high percentage of students on free and/or reduced lunch, the students are in need of additional support that will enable them to be productive citizens.

Sweetwater Elementary serves approximately 972 students in Pre-kindergarten through fifth grade. The students who live in the surrounding area walk to school, are dropped off by their parents or are transported to school by private buses. The school has a mobility index rate of 24 percent. The student population is composed of 98 percent Hispanic, 0.42 percent White, 0.48 Black and 1 percent Asian/Indian Multicultural. Thirty-one percent of the third grade students scored Levels 1 and 2 on the FCAT Reading and 19 percent on the FCAT Mathematics. Thirty-six percent of the fourth grade students scored Levels 1 and 2 on the FCAT Reading and 25 percent on FCAT Mathematics. Forty-three percent of the students in grade five scored Levels 1 and 2 in the FCAT Reading and 41 percent on the FCAT Mathematics.

Currently, there are 43 students enrolled in the Gifted program, and 355 are ELL. There are three Pre-kindergarten classes with three full-time aides and an enrollment of 52 students. SWD are resourced in grades kindergarten through second and there are three inclusion classes, one per grade level in grades three through five, giving a total of 90 SWD.

The school employs a total of 73 full-time instructional staff. Of the full-time instructional staff members, 2 are administrators, 52 are classroom teachers, 5 are SPED teachers, there are 2 physical education teachers, 1 art teacher, 1 music teacher, 1 library media specialist, 5 Spanish teachers, 2 ESOL teachers, and 2 guidance counselors. The school is also provided with 5 itinerant teachers; 1 music teacher, 1 art teacher, 2 speech pathologists and 1 physical education teacher. The ethnic breakdown of the full-time faculty is as follows: 5 teachers, or 9 percent are White Non-Hispanic, 10 teachers, or 13 percent are Black Non-Hispanic, and 58 teachers, or 78 percent are Hispanic. Of these, 13 percent are males and 87 percent are females. Due to minimal teacher turnover, only 8 percent of the teachers are new to the school. The average years of teaching in Florida is 14 years with 43 teachers having advanced degrees. The percent of instructional staff attendance for the 2006-2007 school year was 95.78 percent.

The school has a Leadership Team which is comprised of the grade level chairpersons from Pre-kindergarten through fifth grade, representatives from the special areas such as the SPED and the ELL, the Reading Coach, the library media specialist, the Assistant Principal and the Principal. This Leadership Team collaborates on a monthly basis to work with staff by reviewing data and making the appropriate adjustments to the instructional program.

The average class size in kindergarten is 14.75, first grade is 16.88, second grade is 17, third grade is 19.2, fourth grade is 19.85 and fifth grade is 23.5. The student to teacher ratio in kindergarten is 152:8, first grade is 152:9, second grade is 153:9, third grade is 192:10, fourth grade is 139:7 and fifth grade is 141:6. Student attendance in prior years has been as follows: 2003-04 was 95.81 percent, 2004-05 was 95.48 percent, 2005-06 was 95.11 percent and for the 2006-2007 school year it was 95.56 percent.

The staff at Sweetwater articulates closely with Ruben Dario Middle School to ensure a smooth transition for the majority of the fifth grade students that will attend that school. Ruben Dario Middle School's grade for the 2005-2006 school year was an "A" and for the 2006-2007 school year the grade was a "B". Once completing Ruben Dario Middle School, the students attend Coral Park Senior High School which is part of the school's feeder pattern. Coral Park Senior High has remained a "C" school for the past 9 years.

Sweetwater Elementary provides outstanding educational services to students in Pre-kindergarten through fifth grade. The diverse needs of the students are met through the various programs offered at the school including Title I, ELL, SPED, and TEAM. AEP is offered before and after school to increase the science process skills utilizing hands-on group activities. AEP also offers chess to students to increase their critical thinking skills. A before and after school tutoring academy for ELL students is offered by a Title III grant. The school also houses a standard Before and After-School Care Program.

The Student Services department is instrumental in identifying needy students and families and provides both direct assistance and referrals to appropriate service agencies such as the Miami Behavioral Center, Psych Solutions and the University of Miami Pediatric Mobile Clinic.

Another component that assists the school with special projects and incentives is our Dade Partners. Our Dade Partners includes the McDonald's located at the northeastern corner of the physical education field, Washington Mutual Bank, Florida International University, Biomedical International Corp. and the Kiwanis of Little Havana.

Sweetwater has received many distinctions such as the "Golden School Award" for its outstanding volunteer program, and the Sunshine State School Relations Association's (SUNSPRA) statewide first place award for the publication of the school's bilingual newsletter and website. Sweetwater also met all the requirements for the Five Star School Award in 2001-2002 due to its community involvement. The school was also the recipient of the Platinum School Award for the 2000-2001 school year. During the 2003-2004 and 2004-2005 school years, Sweetwater received the "All Students All Schools" grant to increase the percent of SWD that spend 80 percent or more of the school day in the general education classroom. The school also received the Barbara Bush Literacy



# School Improvement Plan 2007-2008



Grant and the Engaging Latino Communities for Education (ENLACE) Miami Children's Trust Fund grants for the 2005-2006, 2006-2007 and 2007-2008 school years.

Sweetwater Elementary has strong parental involvement as evidenced by the yearly increases in the percent of parents that attend school functions. Some of the factors that contribute to this success are the number of workshops offered to parents in both English and Spanish and the availability of attending the workshops at different times of the day, while providing child care at the school site. After studying the school data, the faculty members and the EESAC have identified a specific challenge. This challenge is the high number of students who were absent from school during the 2005-2006 and 2006-2007 school year. This area has been addressed and is included as an objective in the 2007-2008 School Improvement Plan.

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## ***School Foundation***

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### **Leadership:**

According to the Organizational Performance Improvement Snapshot (OPIS) survey, Sweetwater Elementary ranked 4.8 under the leadership category. This indicates that the leadership sets a strong and positive direction for the school and fosters an environment of collaboration among all stakeholders. The item in this category which received the highest score of a 4.9 was 1c "My supervisor creates a work environment that helps me do my job". All other items in this category received a score of 4.8 except 1g "My work location asks me what I think" with the lowest score of 4.6. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

### **District Strategic Planning Alignment:**

Through the OPIS survey, the employees have indicated a high level (4.6) of involvement in the development of the school's goals and objectives. The faculty and staff members gave the highest rating to item 2c "I know how to tell if we are making progress on my work group's part of the plan" giving the items a score of 4.7. The strategic planning tool used is the Continuous Improvement Model which is an analysis approach for continuous school improvement. All staff members are given the opportunity to be involved in all aspects of the school's plan through faculty, grade level, Leadership Team, and EESAC meetings.

### **Stakeholder Engagement:**

In order to effectively maintain a high level of satisfaction of its customers, the faculty and staff agreed that a positive relationship must be established and maintained. This area received an overall rating of 4.6. Most of the faculty and staff responded favorably to 3a "I know who my most important customers are" and 3b "I keep in touch with my customers". Based on the results of the survey, the faculty and staff indicated that by using effective communication the customers' concerns and needs are addressed resulting in customer satisfaction.

### **Faculty & Staff:**

This category was among the highest ranked at Sweetwater Elementary with a score of 4.6. The faculty and staff indicated that they are encouraged to develop their professional skills leading to career advancement opportunities. They also indicated that they work together as a team to improve the overall operation of the school. The staff responded favorably to 5e "I have a safe workplace", 5c "My supervisor encourages me to develop my job skills so I can advance in my career", and 5f "My supervisor and my work location care about me". These positive responses show that the work atmosphere is a favorable one for work. The lowest ranking items were 5d "I am recognized for my work", 5b "The people I work with cooperate and work as a team", and 5a "I can make changes that will improve my work" all given a 4.6. Efforts will be made in this area to ensure recognition of individuals or teams for their efforts.

### **Data/Information/Knowledge Management:**

On the Organizational Performance Improvement Snapshot Survey this category tied for the highest ranking receiving a category score of 4.8. Faculty and staff gave a 4.9 score to 4a "I know how to measure the quality of my work", 4b "I know how to analyze (review) the quality of my work to see if changes are needed", and 4c "I use these analyses for making decisions about my work". Results of the survey indicate that the school employees analyze available data including test results, accountability information, and the school climate survey in order to monitor the progress of the employees, students and school functions. The faculty also uses these analyses for decision making, professional development opportunities and in preparation of Goal Setting.

### **Education Design:**

On the Organizational Performance Improvement Survey the school scored a 4.6, which while still high, was the lowest of the scores. The faculty and staff gave high ratings (4.8) to 7g "My work location has high standards and ethics", 7h "I am satisfied with my job", and 7b "My work products meet all requirements for high quality and excellence". However, there was one area where an opportunity for improvement was noted. This is 7c "I know how well my work location is doing financially". This issue will be addressed during the school year at a faculty meeting.

### **Performance Results:**





# School Improvement Plan 2007-2008



The faculty and staff of Sweetwater Elementary showed favorable results in this area giving it a category score of 4.7. The following categories received a 4.7: 6b "I collect information (data) about the quality of my work", 6c "We have good processes for doing our work" and 6a "I can get all of the resources I need to do my job". Results of the survey show that employees are satisfied with their job and the high standards associated with it.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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

## Reading Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Reading Statement**

To increase the reading achievement of all students.

### **Needs Assessment**

A comparison of the 2007 FCAT Reading with the 2006 FCAT Reading administration showed an increase in the Mean Scale Score of third and fifth grade students. The Mean Scale Score for grade three was 299, a four point increase and for grade five 293, a two point increase. The fourth grade students' Mean Scale Score was 305, which showed a decrease of three points from the previous administration. After reviewing the School Accountability Report it was noted that 74 percent of the students met high standards in reading, which remained constant when compared to 2006. It was further noted that 72 percent of the lowest 25 percent of students made learning gains in reading, a four percent increase from the previous year. Furthermore, 66 percent of the students scored at or above grade level in reading exceeding the No Child Left Behind (NCLB) requirement of 51 percent.

FCAT Reading scores for the third graders show that 69 percent of the students met high standards, scoring above the District (63 percent) and as well as the State. The Mean Scale Score for the third grade students increased by two points from 297 in 2005-2006 to 299 in 2006-2007, scoring the same as the District. The Mean Developmental Score also increased from the previous year by seven points to 1291. The results of the grade three reading by content clusters report showed that the percent of students showing mastery of the reading clusters are as follows: 67 percent Words/Phrases, 65 percent Main Idea/Author's Purposes, 65 percent Comparisons, and 50 percent Reference/Research. An analysis of the percentage of items answered correctly on the 2007 FCAT Reading by content clusters revealed that the third graders showed decreases in all tested areas. The greatest decrease was in the area of Reference/Research where there was 25 percent decrease. Reference/Research will be a targeted skill for the 2007-2008 school year.

The results of the grade four FCAT Reading scores show that 65 percent of the students scored at Levels 3 through 5,

the same as with the previous administration. The grade four content clusters reading report shows that the percent of students who showed mastery of the tested clusters is as follows: 60 percent Words/Phrases, 60 Main Idea/Author's Purposes, 65 Comparisons, and 75 Reference/Research. The fourth graders showed the greatest gain, 25 percent, in Reference/Research. Gains in Main Idea/Author's Purposes (one percent) and Comparisons (six percent) were also noted. The fourth graders showed a decrease of seven percent in Words/Phrases which will be an area of emphasis.

The results of the grade five FCAT Reading scores showed that 57 percent of the students scored at Levels 3 through 5, the same as the previous administration. The grade five content clusters reading report indicates that the percent of students who showed mastery of the tested clusters is as follows: 56 Words/Phrases, 52 Main Idea/Author's Purposes, 67 Comparisons, and 75 Reference/Research. The fifth grade students, like the fourth graders, showed the greatest increase in Reference/Research. There were decreases in Words/Phrases and Main Idea/Author's Purposes which will be areas of focus.

Progress monitoring took place throughout the 2006-2007 school year. Students in grades kindergarten through five that were administered the DIBELS showed improvement as follows:

- Kindergartners showed a 10 percent gain in the number of students scoring in the intensive level on the Nonsense Word Fluency measure.
- On the Oral Reading Fluency (ORF) measure, first graders showed a 5 percent increase in the number of students scoring intensive, third graders a 7 percent increase, and fifth graders a 19 percent increase.

The school's subgroups were also examined using DIBELS results using the School Risk Level Demographics report for the third assessment and results are as follow:

- In first grade, 76 percent of the ELL students were at low risk on the Oral Reading Fluency (ORF) measure.  
Grade 1 SPED: 66 percent scored at high or moderate risk.
- In second and third grades, 50 percent of the SPED students were at low risk on the ORF.
- Grade 2 ELL: 53 percent scored at high or moderate risk.
- Grade 3 ELL: 69 percent scored at high risk.

DIBELS third assessment results showed that 62 percent of the FCAT Level 1 & 2 fourth graders tested scored at the high risk level on the Oral Reading Fluency measure. Students who scored at the "at risk" level at the end of the year have been identified for intervention.

Students who participated in the Accelerated Reader (AR) program were also monitored using the STAR test after each quarter. Students showed significant gains as measured through the STAR test. The school as a whole showed a 1.37 grade level growth from the September to the January STAR administration.

Gains were also noted from students in grades 2-5 who participated in the Reading Plus program. In September, 23 percent were at or above norm reading rate. This increased to 89 percent in May. The students reading at or above grade level in September, according to the Reading Plus program report, was 5 percent. In May, 50 percent of the students were measured to be reading at or above grade level. The school will continue the Reading Plus program in order to increase the reading fluency of the students.

The ELL students in grades K-5 used a web-based program, Learning Today, to improve their academic achievement. Results for those students were as follows:

- Phonics- Assessed knowledge of basic phonetic rules using both real and non-sense words. Students showed a 117 percent average grade level gain.
- Sight words- Students identified frequently occurring words (timed). Students showed a 116 percent average grade level gain.
- Comprehension- Evaluated student's ability to answer questions about a silently read story. Students showed a 135% average grade level gain.
- Vocabulary- Measured word meaning using leveled vocabulary lists. Students showed a 139 percent average grade level gain.  
The ELL students will continue to use the Learning Today web-based program.



# School Improvement Plan 2007-2008



## ***NCLB Subgroup Target***

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five 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
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Increase the percentage of Students with Disabilities involved in the inclusion model, to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	08/20/2007	06/05/2008	Inclusion of SWD	0
Implement the Comprehensive Research-based Reading Plan and monitor student progress through the use of various assessments to improve the reading achievement of all students	Principal, Assistant Principal	08/20/2007	05/06/2008	District-wide Literacy Plan	0
Provide and monitor an extended day research-based tutorial program using research based programs/materials in order to improve the reading achievement of students on the FCAT Reading.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Provide students performing below grade level expectations with instruction using research-based programs for intervention such as Passport Voyager in order for students to attain grade level expectations.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Utilize the Reading Plus computer based program to improve students' reading fluency.	Principal, Assistant Principal	08/27/2007	05/16/2008	Other/ Not Applicable	0

### Research-Based Programs

The core reading program is Houghton Mifflin Miami-Dade Edition, 2006 Edition. Voyager Passport will be used as the intervention program. Reading Plus will be used with second through fifth grade students.

### Professional Development

Professional development opportunities will be provided by the District's Office of Professional Development to ensure that kindergarten through fifth grade teachers receive training in areas such as:

- CRISS
- Differentiated Instruction
- Reading Plus
- DIBELS
- K-12 Reading Coaches Professional Developments

### Evaluation

This objective will be evaluated by scores of the 2008 FCAT Reading. Each strategy will be monitored and evaluated through the following:

- District Interim Assessment for Reading in grades three through five.
- The following tools will be used to diagnose/monitor student progress:
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten through third grade and FCAT Levels 1 and 2 in fourth and fifth grades, Diagnostic Assessment of Reading (DAR) to selected students, and basal tests in kindergarten through fifth grade.
- Attendance rosters and Accelerated Reader student reports for first through fifth grade, and DIBELS for third through fifth grade.
- Individual Educational Plans.
- Amount of time spent on Reading Plus.



### 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**

To increase the mathematics achievement of all students.

**Needs Assessment**



# School Improvement Plan 2007-2008



A comparison of the 2007 FCAT Mathematics with the 2006 Mathematics administration showed that the mean scale score for grade three was 337 a 7 point increase, for grade four the mean scale score was 324 a 3 point increase and for grade five the mean scale score was 327 a 4 point increase.

FCAT Mathematics results for the third graders show that 81 percent of the students met high standards. The Mean Scale Score for grade 3 was 337 which was higher than the District (322) and the State (328). The results of the grade three Mathematics by content clusters showed that the percent of students who demonstrated mastery of the Mathematics clusters is as follows: 67percent in Number Sense, 75 in Measurement, 71 percent in Geometry/Spatial Sense, 50 percent in Algebraic Thinking, and 71 percent in Data Analysis and Probability. Further analysis by content clusters revealed that the third grade showed a 12 percent increase in Measurement, a 14 percent increase in Geometry/Spatial Sense, but showed a decrease in Algebraic Thinking. The third grade remained the same in Number Sense and Data Analysis/Probability. Therefore, emphasis this school year for third graders will take place in Algebraic Thinking.

FCAT Mathematics results for the fourth graders show that 76 percent of the students met high standards. When comparing the 2007 Mean Developmental Scale Score (DSS) for Matched Students with the 2006 Mean DSS there was a 129 point increase. The results of the grade four mathematics by content clusters showed that the percent of students who demonstrated mastery of the Mathematics clusters is as follows: 64 percent in Number Sense, 63 percent in Measurement, 71 percent Geometry/Spatial Sense, 57 percent in Algebraic Thinking, 57 percent in Data Analysis and Probability. The fourth grade remained the same in all tested areas except Data Analysis/Probability in which a decrease of 11 percent was evidenced. Emphasis in fourth grade will take place in Data Analysis and Probability.

FCAT Mathematics results for the fifth graders show that 59 percent of the students scored at Level 3 or above. When comparing the 2007 Mean Developmental Scale Score (DSS) for Matched Students with the 2006 Mean DSS there was a 117 point increase. The results of the grade five mathematics by content clusters showed that the percent of students who demonstrated mastery of the mathematics clusters is as follows: 46 percent in Number Sense, 54 Measurement, 55 percent Geometry/Spatial Sense, 45 percent Algebraic Thinking, 50 Data Analysis and Probability. The fifth grade showed an increase in Measurement, and Geometry/Spatial Sense. The fifth grade remained the same in Number Sense, Algebraic Thinking and Data Analysis/Probability. Emphasis in fifth grade will be placed on all areas of need. In conclusion regarding all three grade levels, Algebraic Thinking is an area of concern.

The 2006-2007 School Performance Accountability Report showed that 76 percent of the eligible students tested are meeting high standards, remaining the same as the 2005-2006 school year and 68 percent are making learning gains, an 8 percent increase from the 2005-2006 school year.

The Adequate Yearly Progress (AYP) Report showed that all of the school's subgroups met or exceeded the 56 percent No Child Left Behind (NCLB) requirements that demonstrates AYP in mathematics. Seventy one percent of the ELL students scored at or above grade level in mathematics. Seventy-one percent of the Economically Disadvantaged scored at or above grade level, and 73 percent of the Hispanic scored at or above grade level. Therefore, Sweetwater Elementary will continue to strive for an increase in all subgroups attaining Adequate Yearly Progress.

Sweetwater Elementary will continue to provide assistance to students in grades three through five in the areas of Measurement, Geometry/Spatial Sense and Algebraic Thinking. Teachers will utilize technology resources and manipulatives to improve mathematics skills along with participating in Professional Development in mathematics.

**NCLB Subgroup Target**

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

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the percentage of Students with Disabilities involved in the inclusion model to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	08/20/2007	06/05/2008	Inclusion of SWD	0
Schedule an uninterrupted daily 60 minute block in mathematics for all grades in order to improve student achievement.	Principal, Assistant Principal	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	0
Utilize technology resources for students in grades three through five such as FCAT Explorer to improve mathematics skills.	Principal, Assistant Principal	08/20/2007	06/05/2008	Education Innovation	0
Provide and monitor research-based tutorial assistance through the use of Voyager Math to students in grades 4 and 5 scoring at Achievement Levels 1 and 2 on the FCAT Mathematics.	Principal, Assistant Principal and Grade Level Math Chairs	09/17/2007	05/06/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional program on an on-going basis. students.	Principal Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions	Principal, Assistant Principal	09/10/2007	05/30/2008	Continuous Improvement Model	0
Expand the student savings program in conjunction with Washington Mutual Bank in order to provide students with real life experiences.	Principal, Assistant Principal, and Library Media Specialist	09/10/2007	05/09/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

The research-based program used for mathematics is Harcourt Math, 2004 Edition. Voyager Mathematics will be used for interventions

### Professional Development

Professional development opportunities will be provided by the District's Office of Professional Development to ensure that kindergarten through fifth grade teachers receive training in areas such as:

- Navigating Through Algebra K-2
- Navigating Through Algebra Grades 3-5
- Principles and Standards for School Mathematics

### Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Mathematics. Each strategy will be monitored and evaluated through the following:

- District Interim Assessments for grades three through five.
- Attendance rosters and weekly textbook tests for students in third through fifth grade.
- Individual Educational Plans.
- FCAT Explorer student reports for fifth grade students.

## 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**

To increase the writing achievement of fourth grade students.

### **Needs Assessment**

After reviewing all the available data pertinent to this school, it is determined that students in grade four are demonstrating ability to respond to narrative or expository prompts with proficiency. The results of the SSS FCAT Writing+ for 2006-2007 show that 85 percent of the students scored a "3.5" or better. Teachers administered set monthly writing prompts in order to monitor writing and used results to strengthen instruction in areas of need.

The School Accountability Report for 2006-2007 shows that 94 percent of the students met high standards in writing as compared to 91 percent in 2005-2006. Students in the fourth grade are responding positively to instruction in both narrative and expository writing with 85 percent of the students scoring a "3.5" or better on the 2007 FCAT Writing+ Essay test. Scores showed a 5 percent increase over the 2006 administration. A 6 percent increase was noted in the number of students who scored a "4.0" or better. The SSS FCAT Writing+ combined score was a "4.1", a .1 percent increase from the previous year. Teachers incorporated varied strategies into their daily curriculum to enable students to understand the standards and be able to apply them in order to improve the quality of their writing. Some of the strategies included: modeling, teaching students to interpret a prompt, use of the state rubric, providing feedback and conducting mini-lessons in areas of need. The fourth grade students' Mean Scale score on the SSS FCAT Writing+ multiple-choice test that measures the Sunshine State Standards benchmarks was above that of the District and the State. The school's score was 315; higher than the District (304) and the State (302) with 72 percent of the students scoring a level "3" or above.

### **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, students in grades four will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal	08/20/2007	06/05/2008	Continuous Improvement Model	0
Monitor the implementation of the Sunshine State Standards in all grades to strengthen skills in the writing process.	Principal, Assistant Principal	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Facilitate opportunities for students in fourth grade to use software, word processing programs and the internet to expand and improve the quality of writing.	Principal, Assistant Principal, Library Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Display student writing in order to motivate students to write.	Principal, Assistant Principal	08/20/2007	06/05/2008	Education Innovation	0
Ensure that students in grades two through five have frequent exposure to narrative and expository writing in order to increase writing proficiency.	Principal, Assistant Principal	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Increase the percentage of Students with Disabilities involved in the inclusion model to provide broader access to the general education program.	Principal, Assistant Principal, ESE Chairperson	08/20/2007	06/05/2008	Inclusion of SWD	0

### Research-Based Programs

The research-based program used for reading is Houghton Mifflin Miami-Dade Edition, 2006 Edition.

### Professional Development

Professional development opportunities will be provided by the District's Office of Professional Development to ensure that kindergarten through fifth grade teachers receive training in areas such as:

- CRISS
- Differentiated Instruction
- K-12 Reading Coaches Vocabulary and Word Study

### Evaluation

This objective will be evaluated by the scores on the 2008 FCAT Writing+. Each strategy will be monitored and evaluated through the following:

- Monthly writing prompts in grades two through five and monthly writing samples in kindergarten and first grade.
- District pre and post narrative writing assessment to students in first through fifth grades and monthly expository or narrative writing samples to students in second through fifth grades.
- Individual Educational Plan

### 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**

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**

To increase the scientific knowledge of all students.

**Needs Assessment**

Results of the grade five 2007 Science FCAT showed that 27 percent of the students met high standards. The Mean Scale Score was 295 which was an increase of nine points from the previous year. Even though there was an increase, the fifth graders that were tested scored below State and District levels. The results of the FCAT Science by content clusters showed that the percent of students who demonstrated mastery was as follows: 50 percent in Physical/Chemical, 47 percent in Earth/Space, 50 percent Life/Environment and 50 percent Scientific Thinking. A comparison of the school's 2007 FCAT Science with the 2006 administration showed a decrease in the percent of questions answered correctly in Life/Environmental. An increase of 4 percent was evident in the Earth/Space cluster.

### 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
Coordinate student activities with outside community organizations and/or agencies such as Florida International University and the University of Miami in order to improve student achievement with activities such as, Lego Mindstorms and Project Investigating Nature through Science Teacher Active Research (INSTAR).	Principal, Assistant Principal, Teacher of the Gifted	09/04/2007	05/30/2008	Academic Enrichment Opportunities	0
Expand students' opportunities in exploring science curricula by offering an after school Academic Excellence hands-on science program to students in grades four and five.	Principal, Assistant Principal, AEP teacher	09/24/2007	05/12/2008	Academic Enrichment Opportunities	0
Provide the gifted students with a science program that focuses on research and hands-on experimental learning activities with an emphasis on accelerating and enriching the Sunshine State Standards.	Principal, Assistant Principal, Teacher of the Gifted	08/27/2007	05/04/2008	Academic Enrichment Opportunities	0
Implement the district-designed science scope and sequence, aligned to the Sunshine State Standards/K-5 to provide consistency and purpose within the delivery of content in grades three through five.	Principal, Assistant Principal, Science Grade Level Chairs	08/20/2007	05/30/2008	Education Innovation	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Leadership Team	08/20/2007	06/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions after the administration of the Science Interim Assessment Test.	Principal, Assistant Principal, 4th and 5th Grade Teachers	09/10/2007	05/30/2008	Continuous Improvement Model	0

### Research-Based Programs

The newly adopted research-based program used for science is Scott Foresman.

### Professional Development

Professional development opportunities aligned with State academic content and student achievement standards will be afforded to kindergarten through fifth grade teachers by the District's Office of Professional Development in areas such as:

- Elementary Earth Science Classroom: Hands-on Activities
- Hands on Science K-5
- Research in Science
- Teaching Science for Early Career Elementary Primary Teachers

### Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Science. Each strategy will be monitored and evaluated through the following:

1. District recommended Interim Science Assessment for grade five.
2. Instructional focus calendar for first through fifth grades.
3. Unit tests from the newly adopted Scott Foresman.
4. Results from the 2007-2008 FCAT fifth grade Science test.



## Parental Involvement Goal

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

#### **Florida Education Priorities**

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

### **Parental Involvement Statement**

To increase parental involvement in school related activities in order to increase student achievement.

### **Needs Assessment**



# School Improvement Plan

## 2007-2008



After reviewing sign-in rosters, records indicated that Sweetwater Elementary experienced a five percent increase in parent participation at school activities for the 2006-2007 school year when compared to 2005-2006. Data from the Title I End of the Year Report showed that the attendance for workshops and activities for the 2006-2007 school year was 3,386 as compared to 3,220 in 2005-2006. Although we experienced an increase of 1 percent, we feel there is a continued need for improvement.

The school coordinated with staff as well as outside agencies to provide parental involvement activities throughout the school year. Other activities were added as parents expressed needs and opportunities arose. All activities were offered in both English and Spanish to meet the needs of the community. From August 2006 to May 2007 there were 53 different documented activities that gave caregivers the chance of participation. The parental involvement attendance for those activities was 3,386. The activities took place during and after school hours to reach as many parents as possible. The Community Involvement Specialist conducted 143 visits during the school year in order to strengthen the home school connection. This was a 21 percent increase in the number of home visits from the same period the year before. The school disseminated information to parents through a variety of resources which included school calendars and a school website. The parents also had scheduled times to borrow materials from the Parent Resource Center. The Community Involvement Specialist facilitated the use of the center. Teachers offered parents varied opportunities to participate in their child's class with activities such as Books for Breakfast, Mother's Day celebrations, and Accelerated Reader activities.

Parents were offered a myriad of opportunities to participate in school activities during the school year. Adult English classes were offered after school through the Barbara Bush Foundation Literacy grant. Parents were encouraged to attend with their child and intergenerational activities took place. Workshops were offered throughout the year in both English and Spanish to assist parents with the educational, social, and emotional development of their children. The school will continue to find creative ways to encourage further utilization of the Parent Resource Center in order to maximize its effectiveness. Of the 53 parental activities, many were workshops. The school will look into new workshops for the next school year in order to support the needs of parents and keep them interested and motivated to participate in school activities.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Direct the Student Services Department in conjunction with the Community Involvement Specialist to contact parents of students scoring FCAT Achievement Levels 1 and 2, to encourage participation in school activities.	Principal, Assistant Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Provide workshops and seminars in English and Spanish to assist parents with the educational, social, and emotional development of their children in order to promote an effective relationship between home and school.	Principal, Assistant Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Facilitate the utilization of the Parent Resource Center which provides parents with resources to assist their children at home in order to increase student achievement.	Principal, Assistant Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Coordinate with the Bilingual Parent Outreach Program to provide Limited English Proficient (LEP) and/or immigrant families with information about education, community services, and civil responsibilities to facilitate the adaptation process and increase parental involvement.	Principal, Assistant Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Promote school involvement by disseminating information about the school's activities via the school calendar, newsletter, website, and home visits by the Community Involvement Specialist in order to increase parental participation.	Principal, Assistant Principal	08/20/2007	06/05/2008	Exchange Meaningful Information	10800
Provide parent training in accessing the electronic gradebook in order to keep parents informed about their child's progress.	Principal, Assistant Principal, Electronic Gradebook Managers	11/05/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Not applicable.

### Professional Development

Professional development will be offered through the Parent Academy.

- English Language Learners (ELL) and/or immigrant families will be provided with information about education, community services, and civil responsibilities through the Bilingual Parent Outreach Program.
- Provide parenting seminars sponsored by the student services department which deal with the emotional and social development of the students.
- Provide parent workshops conducted by the Reading Coach, teachers or invited District and/or Regional Center III personnel in the following areas: FCAT (Reading, Mathematics, Writing, Science), District, State, Title I requirements, and others. Notify parents of District Advisory Council (DAC) meetings.

### Evaluation

- Each strategy will be monitored and evaluated through the following:
  - Parent communication log.
  - Sign-in rosters of caretakers attending school activities.
  - Parent Resource Center material check out log.
  - Community Involvement Specialist home visit log.
  - Bilingual Outreach Program workshop schedule and sign-in rosters.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

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

### **Needs Assessment**

Student attendance records indicate that during the 2003-2004 school year student attendance was 95.81 percent, during the 2004-2005 school year was 95.48, 2005-2006 was 95.11 and 2006-2007 was 95.56. A breakdown by marking periods for the 2006-2007 school year indicated the following percent of students in attendance:

First marking period – 96.92 percent compared to 96.67 during the 2005-2006 school year.

Second marking period – 94.90 percent compared to 95.96 during the 2005-2006 school year

Third marking period – 96.51 percent compared to 94.98 during the 2005-2006 school year

Fourth marking period – 94.71 percent compared to 94.27 during the 2005-2006 school year

Emphasis will be given to the second and fourth marking periods in order to increase the percentage of students in attendance.

### Measurable Objective

Given emphasis on a safe and orderly environment, student attendance will improve as evidenced by a one percent increase in the attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain accurate record keeping via the Electronic Grade book and the Attendance Clerk to record the attendance of each student.	Principal, Assistant Principal	08/20/2007	06/04/2008	Exchange Meaningful Information	0
Utilize data analysis for tracking individual student attendance to refer for appropriate services.	Principal, Assistant Principal, Student Services Department	08/20/2007	06/04/2008	Exchange Meaningful Information	0
When students are absent, call the parents/guardians to inquire why they were absent from school.	Principal, Assistant Principal, Attendance Committee	08/20/2007	06/4/2008	Truancy Prevention	0
Reward and recognize perfect attendance by announcing the classes with perfect attendance on the morning announcements.	Principal, Assistant Principal	08/20/2007	06/04/2008	Truancy Prevention	0
Coordinate with the Student Services Department to offer a parent workshop on "The Importance of Coming to School Everyday".	Principal, Assistant Principal	09/12/2007	05/30/2008	Truancy Prevention	0
Provide perfect attendance certificates to students who have perfect attendance every nine weeks.	Principal, Assistant Principal, Attendance Review Committee	08/20/2007	06/04/2008	Truancy Prevention	200

### Research-Based Programs

Not applicable.

### Professional Development

Provide a parent seminar sponsored by the student services department that addresses the importance of attendance in school. Professional development will be offered on this objective during PTA and Title I meetings throughout the school year.

### Evaluation

This objective will be evaluated by means of the daily attendance reports and comparing the percentage of students in attendance for the 2007-2008 school year with the percentage of students in attendance for 2006-2007. In addition, each strategy will be monitored through the following:

- Daily attendance rosters.
- Data analysis of number of times each student has been absent.

## Technology Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Technology Statement**

The school will promote equitable and universal access to technology.

### **Needs Assessment**

A School Developed Technology Survey was administered to all classroom teachers. Results of the survey determined that teachers needed additional workshops in order to infuse technology into their curriculum. The survey also determined the need to communicate with parents through technology.

### Measurable Objective

Given an emphasis on the use of technology in education, at least 25 percent of teachers will create a class web page as evidenced by the school's website.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide developmental workshops for teachers in Kindergarten - grade 5 to learn "Best Practices" and increase the use of technology.	Principal, Assistant Principal, Professional Development Liason	08/20/2007	06/05/2008	Improve Public Perception	0
Provide supported time for learning to use technology and design a web page.	Principal, Assistant Principal	08/20/2007	06/05/2008	Education Innovation	0
Conduct parent workshops to familiarize the caretakers on how to access the school's web page in order to foster communication between home and school.	Principal, Assistant Principal, Community Involvement Specialist	08/20/2007	06/05/2008	Improve Public Perception	0
Use technology as a means to retrieve, evaluate and use information related to student progress.	Principal, Assistant Principal, Classroom Teachers	08/20/2007	06/05/2008	Education Innovation	0
Provide ongoing assistance to teachers via a "buddy system" to improve implementation in all areas of technological use in the classroom.	Principal, Assistant Principal, Grade Level Chairpersons	08/20/2007	06/05/2008	Education Innovation	0

### Research-Based Programs

Not applicable.

### Professional Development

Professional development in web design will take place throughout the school year such as:

- Summer Excel and Web Design
- Follow-Up to Web Design

### Evaluation

This objective will be evaluated by the number of teachers' class web page linked to the school's website.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Health & Physical Fitness Statement**

The school will promote the overall health and fitness of students.

### **Needs Assessment**

The physical fitness test summary shows a combined mean average of 88 percent out of the 287 students tested in grades four and five achieving high standards in order to determine strength, flexibility, cardiovascular, and endurance. Twelve percent of the fourth and fifth graders did not achieve high standards. The results of the Miami-Dade County Public Schools FITNESSGRAM Test administered in 2006-2007 to students in grades four and five showed that 100 percent of the students were tested.



### Measurable Objective

Given instruction based on the Miami-Dade County Public Schools Physical FITNESSGRAM standards, students in fourth and fifth grades will show an increase in the number of award recipients as evidenced by a five percent increase when comparing the 2006-2007 FITNESSGRAM results with the 2007-2008 FITNESSGRAM results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage students to meet the standards of physical fitness set by the Fitness Gram by scheduling motivational activities such as field day.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	05/30/2008	Healthcare & Healthy Choices	0
Monitor student progress through the use of a fitness log.	Principal, Assistant Principal, Physical Education Teachers	08/27/2007	05/30/2008	Healthcare & Healthy Choices	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items which would enhance specificity of training.	Principal, Assistant Principal	08/20/2007	05/30/2008	Healthcare & Healthy Choices	0
Expand students' opportunities to participate in physical activities by offering after school physical education classes in conjunction with the ENLACE Children's Trust Prep Program to students in grades three through five.	Principal, Assistant Principal	09/10/2007	05/23/2008	Healthcare & Healthy Choices	0
Administer a pre-test to all fourth and fifth graders to determine baseline measures.	Principal, Assistant Principal, Physical Education Teachers	09/10/2007	10/29/2007	Healthcare & Healthy Choices	0

### Research-Based Programs

Not applicable.

### Professional Development

Professional development opportunities will be afforded to the physical education instructors by the District's Office of Professional Development in the areas of nutrition and physical fitness.

### Evaluation

This objective will be evaluated by the scores of the 2008 FITNESSGRAM. Each strategy will be monitored and evaluated through the following:

- Fitness logs for students in fourth and fifth grade.
- Pre-test FITNESSGRAM results in fourth and fifth grade.
- Student rosters and attendance logs for third through fifth grade students enrolled in the After-School Care Program.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Electives & Special Areas Statement**

Increase participation in the Academic Excellence Program (AEP).

### **Needs Assessment**

During the 2006-2007 school year 44 students participated in the Academic Excellence Program.

### Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program 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
Offer a before-school chess Academic Excellence Program to improve critical thinking and analysis skills.	PrincipalAssistant Principal	09/24/2007	05/23/2008	Other/ Not Applicable	0
Participation in chess competitions to apply skills practiced in class.	Principal,Assistant Principal	10/15/2007	05/16/2008	Other/ Not Applicable	500
Offer an after-school Academic Excellence Program in the area of Science to increase academic achievement.	Principal,Assistant Principal	09/24/2007	05/23/2008	Other/ Not Applicable	0
Provide a dedicated space and resources for an after-school based science lab in which second, fourth and fifth grade students will participate in hands-on inquiry based investigations highlighting the use of science process skills in order to increase science content knowledge.	Principal, Assistant Principal	09/05/2007	05/30/2008	Other/ Not Applicable	0

### Research-Based Programs

The research-based program used for the AEP hands-on science is Scott Foresman Science, 2000 Edition.

### Professional Development

Professional development opportunities will be afforded to Academic Excellence teachers by the District's Office of Professional Development in conjunction with the Division of Advanced Academics such as:

- Academic Excellence Program Chess Workshop
- Academic Excellence Program Hands-on Science

### Evaluation

The evaluation of this objective will be measured by the 2007-2008 Academic Excellence Program participation rosters.



# School Improvement Plan 2007-2008



## 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
✓	✓	✓	✓	✓	✓

#### ***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.
✓	✓	✓	✓	✓

### **Return On Investment Statement**

Sweetwater Elementary School will rank at or above 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that during 2004-2005, Sweetwater Elementary ranked at the 53rd percentile on the State of Florida ROI index compared to the 41st percentile during 2003-2004.

The school analyzed the three year longitudinal study. After analyzing the study the school has consistently made learning gains. The school has followed through on the strategies outlined in the School Improvement Plan in order to accomplish this goal. The school periodically held data analysis meetings to assess the school's strengths and address opportunities for improvement in order to improve student achievement.

Low performing students were identified across all grade levels for intensive remediation. Eighty percent of the paraprofessionals were trained and scheduled to provide intensive remediation in order to raise student achievement. Intensive remediation was provided in both reading and mathematics. Alternative sources of funding were secured and programs were implemented. The school provided English classes to parents and inter-generational activities through the Barbara Bush Literacy Grant. The Children's Trust Enlace after school program took place for third, fourth, and fifth graders. Students (53) received daily reading skills reinforcement through the READ 180 computer program. They also received physical education instruction for three hours per week and homelearning assistance. The school applied for and was awarded a Title III grant from the Bilingual Department to be able to continue with the Learning Today web-based program. The extended day tutorial program was also funded through a Title III grant. Teachers within grade groups and the leadership team met regularly to assess the grade level's/school's strengths and address opportunities for improvements through data analysis. These meetings focused on strategies that would be most effective in impacting student achievement.

### Measurable Objective

Sweetwater Elementary's Return On Investment (ROI) percentile ranking will increase by at least one percentage point

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Assess the school's strengths and address opportunities for improvement through data analysis in order to decide which strategies will be most effective in impacting student achievement.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Reallocate resources as necessary to increase the number of Students with Disabilities in inclusion class.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Reallocate staffing resources to provide intense instruction in Reading to identified low performing students.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0
Consider alternative sources of funding to supplement existing school resources such as the Children's Trust Fund.	Principal, Assistant Principal	08/20/2007	06/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Not applicable.

### Professional Development

Teachers will participate in learning communities at scheduled meetings.

### Evaluation

On the next State of Florida ROI index publication, Sweetwater Elementary will show progress toward reaching the 90th percentile.

**EESAC Compliance**

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

**Budget:**

The EESAC approved the monies allocated by the state for materials and equipment that will enhance students' academic performance and address the specific needs of the students.

**Training:**

The EESAC recommended a continuation of parent workshops, which are conducted at the school site. They also recommend school-wide staff development in the areas of Reading, Writing, Mathematics and Science.

**Instructional Materials:**

The EESAC has had the opportunity to preview books, computer software, and supplies, which will enhance the reading, writing, mathematics and science programs.

**Technology:**

The EESAC reviewed and considered the use of funds to upgrade and enhance existing technology in order to complement instructional activities across every academic area.

**Staffing:**

The EESAC recommended for funds to be appropriated for additional staff as needed.

**Student Support Services:**

The EESAC recommended the continued support of the University of Miami Pediatric Mobile Clinic, Dr. Bruce Heiken Memorial Fund, and the Florida International University's ENLACE/Children's Trust Fund grant by disseminating information to the parents and community about the services provided by these partners. Also recommended are the Student Support Teams and the counseling programs provided at the school site. The school counselors along with the psychologist, the speech therapist, the social worker and the community involvement specialist work together to meet student needs.

**Other Matters of Resource Allocation:**

The EESAC recommended that other matters of resource allocation be addressed as needed.

**Benchmarking:**



# School Improvement Plan 2007-2008



The EESAC recommended that students be monitored on an ongoing basis. Results of recommended actions will be presented to members for discussion at EESAC meetings.

## **School Safety & Discipline:**

The EESAC recommended absenteeism as the area to target for the 2007-2008 school year.



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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	10800
Discipline & Safety	200
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	500
Return On Investment	0
<b>Total</b>	<b>11500</b>



# 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*