

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Sylvania Heights Elementary School (5441)

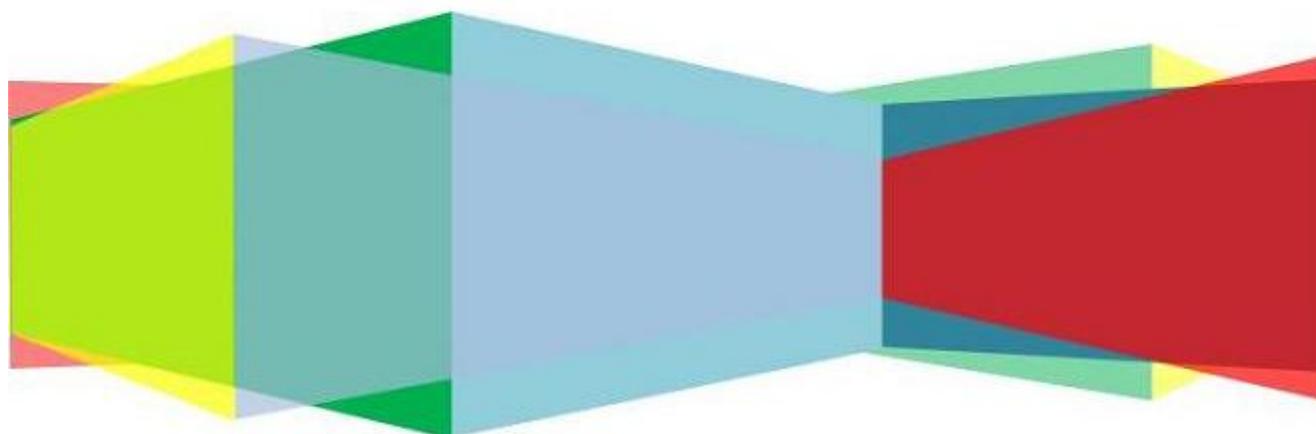
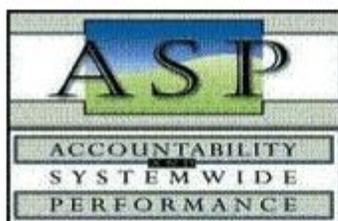
Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Ms. Maria Llerena

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Sylvania Heights Elementary School, in conjunction with the Educational Excellence School Advisory Council, is committed to increase student performance and student learning gains. Sylvania Heights Elementary School has been located in the City of West Miami since 1943 and serves a predominantly Hispanic population. Of the 566 students enrolled in the 2007-2008 school year, 94 percent are Hispanic; four percent are White and less than two percent are of other ethnicities. In addition, 27 percent are identified as being English Language Learners(ELL)and 60 percent receive free or reduced lunch. The staff is composed of 71 percent Hispanic, 16 percent Black, and seven percent White. Thirty one percent of the staff holds a Master's Degree and 20 percent holds a Specialist's Degree. Four teachers are National Board Certified and only two percent of the staff are beginning teachers. The school average class size is in compliance with legislative mandates and the average daily attendance rate of students for the past school year was 96.11 percent. Two percent of the students were retained at the end of the 2006-2007 school year. The City of West Miami, Haddasah, and the Interamerican Bank are the school's community partners. Sylvania Heights Elementary is part of the South Miami Senior High School Feeder Pattern. The school has programs in place such as: Pre kindergarten Special Education Program, Special Education Program, resource model Advanced Academics Program, Extended Foreign Language Program, a Gifted Program and a standard curriculum program. The school grade dropped to a B as per the State of Florida's A+ Plan and ELL students failed to meet Federal No Child Left Behind Standards in Reading. Sylvania Heights does not qualify to be funded through the Title I Program. The Children's Health Trust funds the Health Connect in our schools program. This initiative provides the school with a team of professionals dedicated to promote healthy living and facilitates access to health services for our students. The following objectives will serve as the focus of our school wide priorities for the 2007-2008 school year.

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

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

Given instruction based on the Sunshine State Standards, 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 results of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four 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 Science will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 results of the FCAT Science Test.

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

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

Given an emphasis on the use of educational technology, students in grades one through five will increase their use of technology as evidenced by earning a total of 2,500 points on the Accelerated Reader Program Schoolwide Summary Report in 2007-2008.

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in enrichment programs, the number of students enrolled in extra-curricular activities will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

Sylvania Heights Elementary's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.



School Improvement Plan 2007-2008



Results of the Organizational Performance Improvement Snapshot indicate that there are four areas in need of improvement as follows; Business Results, Process Management, Human Resources Focus and Strategic Planning. The score for these four areas of the survey was 4.3 percent. Therefore, the leadership team will raise awareness of the school's financial situation by increasing communication with all stakeholders. Furthermore, the leadership team will gain staff input through surveys and discussion groups as to what resources they need to do their job and what obstacles are getting in the way of progress. Finally, the leadership team will enhance communication with all staff members to ensure that everyone feels included, informed and recognized for their work.



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.

5441 - SYLVANIA HEIGHTS ELEMENTARY SCHOOL

VISION

We believe that in order to achieve the mission of Sylvania Heights Elementary, our goal will be to function as a professional learning community.

MISSION

In order to fulfill the vision of our school, our mission will consist of achieving the following goals:

- Work together for a common goal,
- Explore and implement best practices to maximize student achievement,
- Monitor students' academic growth,
- Demonstrate a personal commitment to our students' educational successes,
- Prepare students and families so they can compete in a multicultural and global economy,
- Protect students' personal health and safety,
- Train students to practice our four R core values; Respect, Responsibility, Rules and Rights to become successful learners,
- Connect with the homes and community to increase parental involvement and narrow the achievement gap and;
- Increase the individual learning gains of all of our students.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We emphasize high academic achievement standards.

Integrity

We build positive relationships through the school's four R's; Respect, Responsibilities, Rules and Rights which enhance the self-esteem, safety and well-being of our professional learning community.

Equity

We foster an environment that supports all students and families and strive to narrow the achievement gap.

Citizenship

We educate our multicultural community by engaging in character education cooperative team building to recognize our students' civic accomplishments through the implementation of our four R's.

School Demographics

Sylvania Heights Elementary School has been located in the City of West Miami since 1943 and serves a predominantly Hispanic population. The school's buildings are located in 7.51 acres surrounded by single family homes. The school has received several renovations and additions throughout the years including a new media center, classroom building and most recently a new primary playground. There is one portable building in the property that houses a Special Education Pre-Kindergarten Program. Sixty percent of the students receive free or reduced lunch. Sylvania Heights Elementary is part of the South Miami Feeder Pattern and students feed into West Miami Middle School.

Of the 566 students that currently attend Sylvania Heights Elementary, 94 percent are Hispanics, four percent are White and less than two percent are of other ethnicities. There are 68 students participating in a Content-Based Gifted Program. The school received a B rating under the State of Florida's A+ Plan and ELL students did not meet NCLB targets in the area of Reading. The following numbers represent the percent of standard curriculum students scoring at Level 3 or above in each of the tested subject areas: 74 percent in reading; 66 percent in mathematics, 84 percent in writing and 45 percent in science.

Sylvania Heights Elementary School is a Health Connect School and a participant in the Healthy Schools Program initiative sponsored by the Alliance for a Healthier Generation. These two initiatives will assist us to promote healthier living and facilitate access to health services for our students. The school has programs such as: a SPED Pre-Kindergarten, SPED, Academic Excellence, Gifted, and Extended Foreign Language Programs. The school is in compliance with the class size amendment and attendance trend data has shown improvement over the last three years (from 95.82 percent in the 2004-2005 school year to 96.11 percent in the 2006-2007 school year).

The staff is composed of 71 percent Hispanic, 16 percent Black, and seven percent White. The Leadership Team includes the administration and a member from each grade level and department.

School Foundation

Leadership:

The administrative team sets direction and high expectations for the staff by encouraging teacher engagement in the instructional planning process and implementation of programs to improve student achievement. The Sylvania Heights Elementary School administrative team conducts monthly faculty and leadership team meetings to successfully plan and execute the school improvement process and the Continuous Improvement Model. The leadership team motivates the fulfillment of accomplished practices by mentoring and supporting beginning teachers and teacher participation in the National Board certification process. The school leaders also create a positive learning environment and strongly encourage the sharing of Best Practices among all grade levels and special areas staff. Leadership results on the Organizational Performance Improvement Snapshot (OPIS) was 4.5 percent, indicating that the staff generally agrees that supervisors are communicating the school's mission, sharing information and creating a work environment that helps them do their job.

District Strategic Planning Alignment:

Sylvania Heights Elementary's strategic approach involves the joint coordination of the leadership team groups in the planning process. The administrative team and leadership teams will meet and discuss the annual objectives and strategies. Grade level teams will meet, under the leadership of the administrative team and decide how they can implement strategies through the incorporation of curriculum mapping, implementation of CRISS strategies, CBC, Sunshine State Standards and the sharing of Best Practices to increase student learning gains. Each grade level will discuss their implementation plans to align the school site plan to that of the District. Results of the OPIS for this category was among the lowest with only 4.3 percent of the staff staff agreeing with items on the survey. Therefore, additional opportunities for input will be provided for all staff members by the administration.

Stakeholder Engagement:

Sylvania Heights Elementary is a professional learning community that involves the engagement of students, teachers, families, businesses and local agencies. The school strives to engage the community in school activities. The climate survey responses indicate that the community expresses satisfaction and believes that the school is a safe place to learn. Business partnerships are recruited to be engaged and extend curriculum activities by offering real life experiences. Business partners and community representatives express a desire to participate in the school improvement process. The school engages the City of West Miami Police Department and City Hall to provide services to families. The Sylvania Heights Elementary School After School Care Program also engages parents after school hours in the implementation of non academic activities and the participation of local Girl Scout and Boy Scouts groups. Students' level of satisfaction is high since students play important roles as safety patrols, announcers and broadcasters in the school's daily operations. Results of the OPIS indicate that 4.4 percent of the staff agree with items on the survey. These results indicate that the staff generally feels that they value their customers and their role in the school's success.

Faculty & Staff:

The school's infrastructure consists of an administrative and leadership team which includes the administrative team and the grade level chairpersons. There are 16 staff committees which meet and make recommendations to the leadership team as to how to carry out the school improvement strategies and overcome barriers to achieve student success. The Teacher Mentoring Program includes a support team for beginning teachers with administrative support. National Board certification is promoted for teachers who are interested in professional growth. Grade level teams implement Best Practices and researched-based programs to achieve student learning gains. The impact of grade level teams, working together to implement the Continuous Improvement Model, gives the leadership team the opportunity to analyze data and adapt instruction based on students' needs. The administrative team continuously provides grade level groups data to monitor and adapt lessons. Teachers have access to technology to continuously plan and individualize instruction in reading and mathematics based on students' needs. Results of the OPIS indicate that 4.4 percent of the staff agreed with the items on the survey. These results indicate that the staff generally feels empowered and valued.

Data/Information/Knowledge Management:



School Improvement Plan

2007-2008



In implementing the Continuous Improvement Model, a data analysis team reviews, analyzes and formulates plans and strategies based on the data gathered. The administrative team is continuously providing staff with data on the use of the Accelerated Reader, book levels, reading assessments and standardized testing. The data is disseminated and discussed at grade level meetings and staff meetings. Teachers have access to technology and continuously plan to individualize instruction in reading and mathematics based on the analyzed data. Results on the OPIS indicated that 4.5 percent of the staff agreed with the items on the survey. The high score indicates that they felt that the administration successfully uses data to guide instruction and make adjustments in order to achieve goals.

Education Design:

Extended Learning Opportunities provide students with additional opportunities for improvement. The tutoring programs focus on remediation and increasing student achievement. The inclusion program gives Special Education Students the opportunity to participate with non-disabled peers. Through Comprehensive Health Services, we offer individual and/or group counseling and assistance from an assigned social worker. The School Improvement Plan emphasizes and delineates specific interventions provided to retainees and students below grade level. In addition, students are identified and participate in school site and District competitions as they become available. Furthermore, students have other enrichment opportunities through participation in the Gifted, Academic Excellence and Do the Right Thing Program. Results for the Process Management Category on the OPIS indicate that 4.3 percent of staff members agree with items on the survey. Therefore, the administration will ensure that clear processes are established for all jobs and that every staff member has the necessary resources that they need.

Performance Results:

The school's performance results have positively impacted the number of students eligible for magnet programs at the middle school level. The implementation of strings instruction has made a positive impact on students choosing music at the middle school level. An area demonstrating minimal impact is the number of suspensions being administered on an annual basis. New emphasis is being placed on designing a school wide approach towards reducing the number of suspensions to increase the number of instructional hours that students receive at the school site. This design is formulated to improve the mediation and conflict resolution process and train students how to demonstrate appropriate behavior. This, in turn, will lead to better informed and more responsible students. Results of the OPIS indicate that 4.3 percent of the staff agreed with Business Results items on the survey. These results indicate a need to enhance communications with the staff regarding the school's financial status.



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.
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Reading Statement

All students in grades 3-5 will read on grade level.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 74 percent of students in grades three through five met high standards in reading. Sixty percent of students made learning gains in Reading, a nine percentage point decrease from the previous year. Only fifty percent of our lowest performing students made learning gains. English Language Learners did not meet NCLB targets, only forty two percent of these students scored at or above grade level. Close examination of all clusters indicate that students showed their strengths on the Main Idea cluster. The lowest scoring clusters for each grade level were as follows; Reference and Research for third grade, Comparisons for fourth grade and Words and Phrases for fourth grade.

NCLB Subgroup Target

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

Measurable Objective

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

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Closely monitor the progress of all low performing students in Reading by examining their progress monitoring data, grades, attendance and all other progress indicators.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Analyze the FCAT, SAT 10, and DIBELS data and share disaggregated data with teachers in order to identify areas in need of improvement.	Principal	8/16/2007	5/23/2008	Other/ Not Applicable	0
Utilize the Accelerated Reader Program on a daily basis and monitor its use in order to motivate students to read.	Principal, Media Specialist, Classroom Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize Mapping of Instruction charts in grades K-3 to ensure that students are making adequate progress in Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency.	Principal, Assistant Principal, Teachers	8/17/2007	5/30/2008	Other/ Not Applicable	0
Implement a before school tutoring program for ELL students three days per week, using Quick Reads and other research-based programs.	Principal, Teachers	9/18/2007	5/22/2008	Other/ Not Applicable	3000
Identify students in need of interventions and plan a daily in-school tutoring program using Voyager Passport to address their needs.	Principal, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	34000
Implement the Comprehensive Research-Based Reading Program with an emphasis on the development of Reference and Research skills for third grade, Comparisons skills for fourth grade and Words and Phrases skills for fifth grade.	Principal, Assistant Principal, Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Use CRISS strategies, FCAT Explorer and Riverdeep in order to maintain or improve the reading skills of students that met high standards.	Classroom Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Attend the Florida Literacy Institute with members of the Reading Literacy Team, develop school action plan and meet with the team on a monthly basis to monitor the implementation of the CRRP.	Principal, Reading Literacy Team	7/10/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading Series
 Voyager Passport
 FCAT Explorer
 Riverdeep
 Quick Reads

Professional Development

Houghton Mifflin Series Training
 Diagnostic Assessment of Reading
 Voyager
 DIBELS
 Florida Literacy Institute
 Just Read, Florida! Leadership Conference

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated using scores of the 2008 FCAT Reading Test. Interim Assessments and DIBELS data will be used for progress monitoring.

The progress of students receiving tutorial services will be monitored using DIBELS and Interim Assessment Data in order to make adjustments to interventions.

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

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

Mathematics Statement

Increase mathematics performance of all students.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 66 percent of students in grades three through five met high standards. There was an increase in the number of fourth graders meeting high standard but less third and fifth graders met this target in 2007. Sixty-three percent of students tested made learning gains, a fifteen-point decrease from the previous year. However, seventy-one percent of our lowest performing students made learning gains. All sub-groups met NCLB targets. Close examination of each cluster indicates that students showed strengths in Geometry, Data Analysis and Measurements. However, Number Sense was weak in fourth and fifth grades and Algebraic Thinking was the lowest scoring cluster in third grade.

NCLB Subgroup Target

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use progress monitoring data from Interim Assessments and VMath Live to evaluate effectiveness of interventions and guide instruction.	Principal, Assistant Principal	9/17/2007	5/23/2008	Other/ Not Applicable	0
Analyze the FCAT and SAT-10 data and share disaggregated data with teachers in order to identify areas in need of improvement as indicated in the Continuous Improvement Model.	Principal	8/17/2007	5/30/2008	Other/ Not Applicable	0
Ensure that teachers are using the District Mathematics Pacing Guide to plan and deliver classroom instruction with an emphasis on Number Sense and Algebraic Thinking.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize the CTB McGraw-Hill Mathematics Training CDs to assist teachers to develop strategies to enhance students' achievement on performance items.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Use Riverdeep and FCAT Explorer in the classrooms to ensure that high performing students maintain or improve their mathematics skills.	Principal, Classroom Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Identify fourth and fifth grade students in the lowest 25 percentile (including ELL and SPED students) and enroll them in Vmath Live and after school tutoring twice per week to address their needs.	Principal, Assistant Principal, Teachers	9/18/2007	1/31/2008	Other/ Not Applicable	34000
Implement banking/savings account program with fourth grade students and Dade Partner.	Principal, Teachers, Dade Partner	9/17/2007	5/30/2008	Other/ Not Applicable	0
Implement a mathematics Content-Based Gifted Program.	Principal, Assistant Principal, Gifted Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Mathematics Series
Riverdeep
FCAT Explorer
VMath Live

Professional Development

Comprehensive Mathematics Plan
VMath Live

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Mathematics Test. Interim Assessment and VMath Live data will be used for progress monitoring.

The progress of students receiving tutorial services will be monitored using Interim Assessment and VMath Live data in order to modify interventions.

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"/>

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

Writing Statement

Increase writing performance of all students.

Needs Assessment

Results of the 2007 FCAT Writing+ Test indicate that 84 percent of fourth graders met high standards. Close examination of the data indicates that students were much stronger in their narrative responses (82 percent scored 3.5 or above) than in their expository responses (77 percent scored 3.5 or above). The mean scale score was 299. The Organization and Support categories of the multiple-choice portion of the test received the lowest scores.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four 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
Offer school site staff development opportunities for teachers related to Best Practices and individual students' needs.	Assistant Principal, Teachers	8/27/2007	2/15/2008	Other/ Not Applicable	0
Implement three writing contests in grades K-2 to encourage the writing process in primary grades.	Principal, K-Second Grade Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Initiate and monitor the implementation of the Academic Excellence Program in the area of Journalism to encourage writing.	Principal, AEP Teachers	9/10/2007	5/30/2008	Other/ Not Applicable	0
Monitor the administration and progress of the pre and post-writing test.	Assistant Principal, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Assist teachers in analyzing data and the use of CTB McGraw-Hill Writing CD's in order to guide instruction.	Principal, Assitant Principal, Teachers	8/27/2007	5/30/2008	Other/ Not Applicable	0
Utilize the Harcourt Writing Handbook to assist students in developing the writing strategies required to succeed with FCAT Writing +.	Principal, Teachers	9/17/2007	1/25/2008	Other/ Not Applicable	0
Implement a Reward System for fourth grade students who meet high standards in writing on the 2007 FCAT Writing+ Test.	Principal	1/31/2008	4/25/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin Reading Series
Harcourt "Practice for FCAT Writing+"

Professional Development

Best Practices in Teaching Writing

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Writing+ Test. The district pre and post tests will provide formative assessments which will be used to monitor progress towards meeting this objective.

Science Goal

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

Florida Education Priorities

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

Increase science performance for all students.

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 45 percent of students met high standards. Close examination of the data indicates that students showed strengths in the area of Scientific Thinking, Physical/Chemical and the Environment. However, the Earth and Space cluster was the weakest.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train teachers in the use of the Department of Math and Science Website and the use of the newly adopted Scott Foresman textbook and materials.	Principal, Assistant Principal, Teachers	8/17/2007	5/30/2008	Other/ Not Applicable	0
Organize a science fair for Grades K-5 with an emphasis on Physical/Chemical and Earth and Space Projects.	Principal, Classroom Teachers	1/7/2008	3/28/2008	Other/ Not Applicable	0
Implement a science Content-Based Gifted Program.	Principal, Assistant Principal, Gifted Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Ensure that teachers are using the District Science Pacing Guide in order to ensure that assessed benchmarks are included in classroom instruction.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Disaggregate school-level science FCAT and Interim Assessment data to prioritize professional development activities, instructional resource allocations, and scope and sequence documents.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Equip all classrooms with resources to conduct inquiry- based activities and ensure that teachers are using the materials and strategies on a weekly basis.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Enroll fifth grade students in FCAT Explorer science modules to review key concepts in preparation for the FCAT and for FCAT remediation.	Principal Teachers	9/24/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Science Series
FCAT Explorer

Professional Development

Training on the Implementation of New Science Series provided by teachers that were trained by the District during the Spring and Summer of 2007.

Evaluation

This objective will be evaluated by the 2008 FCAT Science Test scores. Data from the Interim Assessments will provide progress monitoring data to guide instruction.

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
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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 checked="" type="checkbox"/>

Parental Involvement Statement

Sylvania Heights Elementary School parents will increase their participation in school events annually to acquire the knowledge needed to contribute to their child's educational experiences.

Needs Assessment

Parent attendance rosters indicate that only 41 parents participated in workshops sponsored by the Bilingual Parent Outreach Program during the 2006-2007 school year. Given that there are 566 students at Sylvania Heights Elementary, it is evident that many parents are not accessing these opportunities to strengthen their parenting skills, knowledge of the school system and skills to help their children achieve in school.

Parent workshops provided by our Sylvania Heights Elementary teachers attracted more parents than the District sponsored sessions. Therefore, we will concentrate on providing on-site sessions developed and presented by our teachers, staff members and community members during the 2007-2008 school year.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Connect Ed Program to regularly communicate with parents and inform them of upcoming workshops.(PTA Standard I)	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Continue to use the Sylvania Heights Parent newsletter, the school's website and marquee to communicate school events and upcoming workshops to parents and the community. (PTA Standard I)	Principal, Assistant Principal, Teacher	8/20/2007	6/4/2008	Other/ Not Applicable	0
Expand the Sylvania Heights Parent Resource Center to include a PTA run store and make it available during parent workshops. (PTA Standard II)	Principal, PTA Members	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct a parent survey (including ELL and SPED parents) to prioritize and plan parental workshops. (PTA Standard III)	Principal, Assistant Principal	9/5/2007	9/14/2007	Other/ Not Applicable	0
Offer a variety of workshops (in combination with general PTA meetings) in a variety of areas of interest to parents. (PTA Standard III)	Principal, Assistant Principal, Teachers, Health Connect Staff, Community Parents, Parent Academy	9/10/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

National Standards for Parent/Family Involvement Programs

Professional Development

Parent Academic Workshops

Evaluation

This objective will be evaluated by the 2007-2008 parent workshop attendance 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Discipline & Safety Statement

Sylvania Heights Elementary School's staff and students will work towards improving the overall discipline and safety of all stakeholders to ensure a safe and orderly learning environment.

Needs Assessment

The 2007 Student Case Management System Executive Summary report indicates that there were only four outdoor suspensions in 2007. There were three indoor suspensions. There is a need to continue to implement strategies to minimize suspensions in order to ensure that students remain in school and are enhancing their academic skills. Based on our data, there is a need to increase proactive discipline measures with intermediate students. Special attention needs to be given to students that are over age and at-risk of displaying negative behaviors.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training to staff, students and parents on the Code of Student Conduct.	Principal, Assistant Principal, Counselor	9/24/2007	1/31/2008	Other/ Not Applicable	0
Establish a Safety Committee and schedule quarterly meeting to review accident, suspension, and case management reports in order to make adjustments to supervision and discipline practices.	Principal, Safety Committee Members	8/15/2007	5/30/2008	Other/ Not Applicable	0
Provide conflict resolution workshops for students in grades K-5.	Principal, Assistant Principal, Counselor	9/10/2007	2/29/2008	Other/ Not Applicable	0
Implement an after school detention program as an alternative to suspensions.	Principal, Classroom Teachers	9/24/2007	5/30/2008	Other/ Not Applicable	0
Utilize safety patrols and maintain high visibility of administrators during morning line up and afternoon dismissal.	Principal, Assistant Principal, Safety Patrol Sponsor	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide Character Education training for students in grades K-5.	Principal, Counselor	9/17/2007	5/30/2008	Other/ Not Applicable	0
Provide peer mediation training for students in grades K-5.	Principal, Counselor	9/24/2007	5/30/2008	Other/ Not Applicable	0
Ensure that teachers, counselors, and assistant principal are following a progressive discipline model.	Principal, Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Assign in school mentors to students that frequently display inappropriate behavior.	Principal, Assistant Principal, Counselor	9/17/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

District's Character Education Program
Ethics Training

Professional Development

Peer Mediation Training
Conflict Resolution Training
Character Education Workshops

Evaluation

This objective will be evaluated by the 2007-2008 Student Case Management System Executive Summary Report.

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"/>

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Technology Statement

Sylvania Heights Elementary School will use technology to enhance their reading skills.

Needs Assessment

Accelerated Reading data will be used to evaluate the use of instructional technology at the school. During 2006-2007, students earned 1974 points as per the Accelerated Reader Schoolwide Summary Report. Careful examination of the report indicates that the level of participation varied among grade levels. Students in the third grade had the greatest number of points (601) and students in grade four had the lowest (263). Third grade teachers displayed their points in the hallways, making it very competitive for their students. There is a need to emphasize points earned in order to ensure that students are selecting the books according to the proper level of difficulty and answering questions correctly on the tests.

Measurable Objective

Given an emphasis on the use of educational technology, students in grades one through five will increase their use of technology as evidenced by earning a total of 2,500 points on the Accelerated Reader Program Schoolwide Summary Report in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Media Specialist to provide computer-assisted instruction for students on the use of the Accelerated Reading Program.	Media Specialist	9/10/2007	5/30/2008	Other/ Not Applicable	0
Implement a quarterly incentive program for students that reach a certain level (as per points earned) in the AR program.	Principal, Teachers, Media Specialist, PTA	8/20/2007	6/4/2008	Other/ Not Applicable	400
Implement the Accelerated Reader Program in grades one through five and analyze Diagnostic Reports with teachers quarterly.	Principal, Media Specialist, Classroom Teachers	10/31/2007	5/30/2008	Other/ Not Applicable	0
Ensure that all students in grades one through five take the Star Test every grading period and use results to guide book selections.	Principal, Classroom Teachers, Media Specialist	8/20/2007	4/7/2008	Other/ Not Applicable	0
Plan a field trip for every child who earns 100 points or more in the AR program by May 1, 2008.	Principal, Teachers, Media Specialist, PTA	8/13/2007	5/1/2008	Other/ Not Applicable	500

Research-Based Programs

Accelerated Reader Program

Professional Development

Accelerated Reader Program

Evaluation

Quarterly Accelerated Reader Schoolwide Summary and Diagnostic Reports will be used to monitor the progress of the AR Program. The final Schoolwide Summary Report will be used to evaluate this objective.

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"/>

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Health & Physical Fitness Statement

Sylvania Heights Elementary School students will attain an optimal level of fitness while participating in a planned program of developmentally age-appropriate physical activities.

Needs Assessment

The 2006-2007 Fitness Gram results indicate that 45.8 percent of students in fourth grade and fifth grades were awarded as follows: 32 percent of the students received Gold Awards and 61 percent received Silver Awards. This was a significant decrease from the previous year's results, indicating a decline in the overall fitness of our students. Close analysis of the scores indicated that fifth grade students adversely impacted our scores. Physical education teachers attributed their results to excessive weight and bad attitude. There is a need to increase the number of students that achieve an optimal level of fitness.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM Standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer pre-test to establish student baseline data and determine individual training needs.	Principal, Physical Education Teacher	9/24/2007	4/30/2008	Other/ Not Applicable	0
Implement cardiovascular training activities including jump rope skills.	Principal, Physical Education Teacher	8/20/2007	6/4/2008	Other/ Not Applicable	0
Designate a school-level contact for the Healthy School Program.	Principal	8/16/2007	6/4/2008	Other/ Not Applicable	0
Build and maintain a School Wellness Council that meets every quarter to develop and monitor the implementation of a school action plan that is aligned with the Healthy Schools Program Recognition Criteria.	Principal, School Wellness Council	8/15/2007	6/4/2008	Other/ Not Applicable	0
Schedule recess for students in K-5th grades and review Recess Manual with teachers.	Principal, Assistant Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Coordinate activities of the Health Connect Team to provide students and parents a coordinated level of school-based healthcare, expanded health screenings, nutrition and health counseling and better access to services.	Principal, Assistant Principal, Health Connect Nurse, Nurse Practitioner, Social Worker	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM
Alliance for a Healthier Generation
Health Connect in our Schools

Professional Development

District Physical Education Training

Evaluation

This objective will be evaluated by the 2008 FITNESSGRAM School Statistics Report. Results of the pre-test will be used to establish a baseline and mid-year informal assessments will be used to monitor the progress of this objective.

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
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Electives & Special Areas Statement

Sylvania Heights Elementary students will increase their participation in enrichment activities to acquire the knowledge, skills, and competencies needed to successfully compete in the global economy.

Needs Assessment

Twenty students were enrolled in extra-curricular activities during the 2006-2007 school year. Students and parents expressed a desire to expand the Advanced Academic Program and other enrichment extra-curricular activities offered. Therefore, the leadership team decided to expand the Academic Excellence Program in the area of Journalism and establish an Art Club.

Measurable Objective

Given emphasis on the benefits of participating in enrichment programs, the number of students enrolled in extra-curricular activities will increase by 10% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer AEP Journalism classes four days per week.	Principal, Assistant Principal, AEP Teachers	9/10/2007	5/23/2008	Other/ Not Applicable	5000
Create and publish a student generated school newspaper three times per year.	Principal, AEP Teachers	9/17/2007	5/23/2008	Other/ Not Applicable	0
Participate in "Art Treks" field trips and District/Community Art Contests throughout the year.	Principal, Art Teacher	9/24/2007	5/30/2008	Other/ Not Applicable	0
Maintain a student portfolio for each participating student and use rubrics to evaluate their work.	Principal, AEP Teacher, Art Teacher	9/10/2007	5/23/2008	Other/ Not Applicable	0
Initiate an Art Club which will meet monthly to develop students' creativity, perception, multi-sensory and evaluative skills.	Principal, Art Teacher	9/3/2007	9/28/2007	Other/ Not Applicable	0

Research-Based Programs

Academic Excellence Program/Journalism
Art Connections

Professional Development

District Training provided through the Advanced Academic and Life Skills Departments.

Evaluation

The objective will be evaluated by the number of students enrolled in the Academic Excellence Program and Art Club as evidenced by attendance rosters.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Sylvania Heights Elementary School will rank at or above the 50th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data provided by the FLDOE indicates that in 2004-2005 Sylvania Heights Elementary School ranked in the middle third percentile in the State of Florida ROI index.

Measurable Objective

Sylvania Heights Elementary's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed of the use of financial resources in relation to school programs.	Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Hire additional hourly personnel to assist in the individual tutoring of students to increase individual learning gains to those students in need.	Principal Assistant Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base such as private organizations, foundations, volunteer programs, Dade Partners and grant funds.	Parent Resource Liaison	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

Return On Investment Index

Professional Development

Return On Investment Index EESAC Training

Evaluation

On the next State of Florida ROI index publication, Sylvania Heights Elementary School's progress will be determined by analyzing the results of the index rating.

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 will review and consider for approval the utilization of EESAC funds.

Training:

The EESAC will participate in budget analysis and informational training sessions.

Instructional Materials:

The EESAC will review and consider for approval requests for the purchase of instructional materials.

Technology:

The EESAC will review and consider requests for educational technology.

Staffing:

The EESAC will consider for approval the hiring of hourly support personnel to assist in remediating students and the inclusion of SPED students in the regular program.

Student Support Services:

The EESAC will assess students' needs for the recommendation of Student Support Services.

Other Matters of Resource Allocation:

The EESAC will pursue additional community and business partners.

Benchmarking:

The EESAC will review the implementation of the SIP process to assess progress.

School Safety & Discipline:

The EESAC will support the implementation of strategies to improve student behavior and decrease the number of outdoor suspensions.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	37000
Mathematics	34000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	900
Health & Physical Fitness	0
Electives & Special Areas	5000
Return On Investment	0
Total	76900



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