

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Dr. Henry W. Mack/West Little River Elementary School (5861)

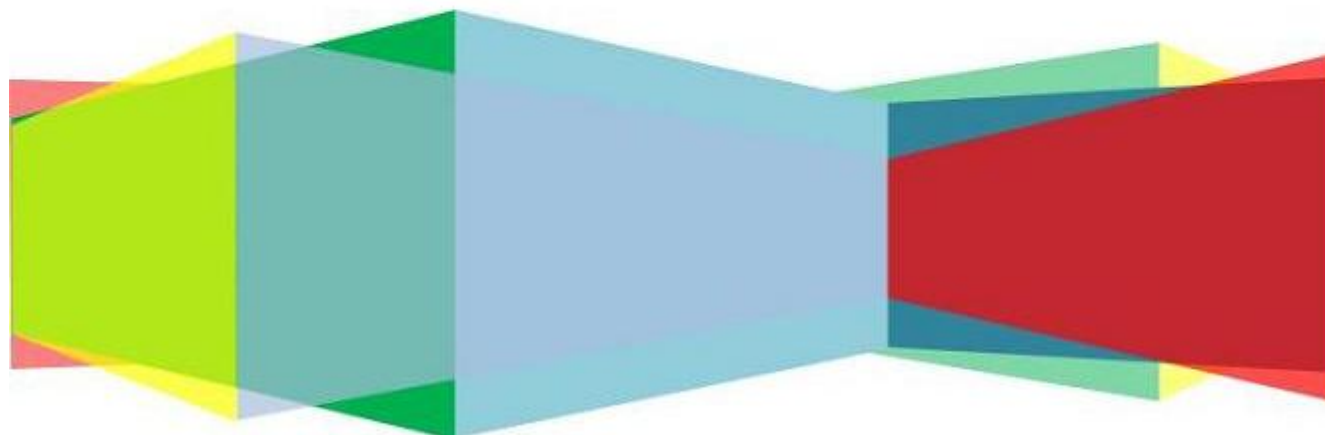
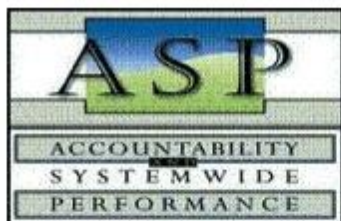
Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - Sandra Banky

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Miami-Dade County Public Schools and Dr. Henry W. Mack/West Little River Elementary School will institute an instructional program with a strong focus on literacy from Pre-K to fifth grade. Common instructional reading materials with demonstrated success will be utilized at the school as well as supplemental materials and literacy intervention across all grade levels. A structured curriculum will be delivered through instruction that is driven by data and continuous assessment of student progress. A strong emphasis will be placed on monitoring the progress of students through a variety of assessments to include brief, weekly assessments and quarterly assessments which will yield student performance data that will be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of African American students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of economically disadvantaged students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of students with disabilities scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of ELL students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 51 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of African American students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of students with disabilities scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of economically disadvantaged students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of LEP students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of 4th grade students scoring at 3.5 or higher at Dr. Henry W. Mack/West Little River Elementary School will increase by 1% on the 2008 FCAT Writing test.

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher in grade 5 will increase to 53 percent or higher on the 2008 FCAT Science test.

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, parental involvement will increase by 1 percent as documented by sign-in sheets and rosters.

Given the need to establish a safe and disciplined environment in the school, and to establish a link between school, home, and community to support the efforts of improved academic achievement, the number of students involved with infractions on the Student Code of Conduct during the 2007-2008 school year will decrease by 10 percent.

Given the need for both teachers and students to become effective and efficient members of a technological society, teachers will increase the opportunities for students to use technology by 10 percent as documented in the data from the various technology programs being utilized in the school.

Given instruction using the guidelines for National Standards for Physical Education, the number of students passing the 2007-2008 FITNESSGRAM will increase to 63 percent.

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, Dr. Henry W. Mack/West Little River Elementary School will increase the number of students in advanced academic activities by 10%.

Dr. Henry W. Mack/West Little River Elementary School will improve its rating on the Return of Investment Index by 1 percent on the next publication of Return on Investment.

The Organizational Improvement Snapshot (OPIS) results classified Human Resource Focus (4.0), Strategic Planning (4.0), and Business Results (4.0) as the lowest areas of the survey. Within the category of Human Resource Focus, the leadership team along with the principal will determine the most effective strategies to generate a greater awareness of team work and cohesiveness. Professional learning communities will be implemented to foster a spirit of collegiality at this location. In the areas of Business Results and Strategic Planning, we will look for ways to solicit input for future plans from staff members. Opportunities for increased interaction and involvement of all stakeholders will increase. Staff will also be surveyed to determine other means of increasing awareness and information about these areas of school performance.



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.

5861 - DR. HENRY W. MACK/WEST LITTLE RIVER ELEMENTARY SCHOOL

VISION

The staff at Dr. Henry W. Mack/West Little River Elementary School is committed to the academic and social development of each student to his or her fullest potential.

MISSION

The mission of Dr. Henry W. Mack/West Little River Elementary School, as a member of the School Improvement Zone, recognizes that quality instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to all of the schools.

CORE VALUES



School Improvement Plan 2007-2008



Excellence

We are committed to producing the highest standards in academic and social performance in our staff and students.

Integrity

We are dedicated to cultivating high self-esteem that will result in honest, trustworthy, and respectful students and staff.

Equity

We are devoted to providing all students with an equal opportunity to perform in an environment that is free of bias.

Citizenship

We welcome the diversity of our learning community by working collectively to foster the educational success of all our students.

School Demographics

Dr. Henry W. Mack/West Little River Elementary School serves approximately 370 students, Pre-kindergarten through fifth grade, and is located on the corner of NW 24th Avenue and 84th Street in Miami, Florida. The school is located in an urban area within a residential community that has seen few changes. This school is a School of Choice; the children who attend this school reside in the Liberty City area. The students arrive at the school either by privately owned vehicles or walk and the Exceptional Education students travel by bus.

Due to the rigorous efforts of the staff and community of Dr. Henry W. Mack/West Little River Elementary School, the school has maintained its grade designation of "C". We continue to utilize the most effective strategies and research-based programs to offer all students an opportunity to access the curriculum with success. The school has a charge to educate an increasingly diverse student population who come to school performing two or more grade levels behind in academic achievement based on test data. However, we continue to work assiduously to close the achievement gap.

Since ninety-two percent (92%) of the students receive free or reduced lunch at Dr. Henry W. Mack/West Little River Elementary School, we qualify for and receive Title I funds. The students in kindergarten through fifth grade are provided with traditional educational services through a balanced curriculum. In addition to the Title I Program, the school implements the inclusion model of the Exceptional Student Education (ESE) Program. The school's exceptional student education program includes learning disabled and emotionally mentally handicapped students. The curriculum embraces multifaceted educational initiatives that include the Houghton Mifflin's "Legacy of Literature", Early Success, Soar to Success, Write Time for Kids, SuccessMaker, Accelerated Reader, On Target Math and Every Day Counts.

Dr. Henry W. Mack/West Little River Elementary School employs 42 full-time staff members. The Leadership Team is comprised of the principal, assistant principal, reading coaches, guidance counselor, computer specialist, and media specialist. Twenty three and a half percent (13.5%) of the teaching staff is new to the school. Twenty-eight percent (28%) of the instructional staff have earned advanced degrees. The class ratio is approximately 18:1.

Dr. Henry W. Mack/West Little River Elementary School serves approximately 370 students from multi-ethnic backgrounds within a defined attendance boundary. Of this total, ninety-two percent (92%) receive free or reduced meals, ninety-three percent (93%) are standard curriculum students, seven percent (7%) are ESE students. Of the ESE students eighty-six percent (86%) are learning disabled, and fourteen percent (14%) are emotionally mentally handicapped. Of our total population, twenty-eight percent (28%) are ESOL student: Level 1=four percent (4%); Level 2=two percent (2%); Level 3=two percent (2%); Level 4=nine percent (9%); and Level 5=11 percent (11%). The school population is sixty-eight percent (68%) Black, thirty percent (30%) Hispanic, and two percent (2%) Other. The majority of the Black students are of African-American heritage.

The enrollment at Dr. Henry W. Mack/West Little River Elementary fluctuates each year as a result of the quote;Controlled Choice & quote;, parental option, available to our parents. However, due to the current grade of our school "C", enrollment has increased. Our student enrollment relies solely on parents making the decision to send their children to our school. Through the "Controlled Choice" process, parents are sent written notification in their home language to afford them the opportunity to send their children to our school based on a process of selection.

School Foundation

Leadership:

Dr. Henry W. Mack/West Little River Elementary School has established a Leadership Team comprised of the principal, assistant principal, reading coaches, guidance counselor, computer specialist, community involvement specialist, and media specialist. The Leadership Team is responsible for collaborating with the staff and administrators, providing coaching and modeling of lessons for teachers and students, and assisting in the overall operation of the school. The Leadership Team has been trained by experts in the CIM process and will in turn train the teachers at the school site in the most effective way to implement the Continuous Improvement Model (CIM) in their classrooms as well as school-wide.

At Dr. Henry W. Mack/West Little River Elementary School the Professional Development Team consists of the assistant principal, reading coaches, United Teachers of Dade Building Steward, an exceptional student education teacher, and two general education teachers. The team will continue to meet to discuss the professional development needed and ways that professional development can be improved to bring about school-wide reform. As an extension, the School Improvement Zone (SIZ) will provide additional professional development opportunities for administrators, and faculty and staff. In addition, a professional development calendar has been created and will be updated continuously to focus on identified activities that will help strengthen instruction. With this in mind, the school can pinpoint areas where adjustments to the calendar need to be made based on professional development activities as determined by administration, faculty, and staff through grade level collaborative planning and weekly assessments.

Being a part of the SIZ, the Professional Development Team will continue its existence, in order to ascertain the professional needs of the teachers, based on a school-wide survey. Teachers are required to complete fifty-six hours of professional development during the 2007-2008 school year.

District Strategic Planning Alignment:

To analyze the goals and objectives of the school and the involvement of staff, to ensure achievement of high academic standards by all students, the administrators of Dr. Henry W. Mack/West Little River Elementary School have instituted school-wide testing as well as simulated FCAT Mini-Assessments, which are based on the Instructional Focus Calendar. The data from these assessments are reported to the administrators and disaggregated to help drive instruction. Further analyzation of tested data is done through by our leadership team using Edusoft simulated FCAT Assessments, On Target Math Assessments, Zone Science Assessments, and district created assessments.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) Survey, there is an overall high level of satisfaction with the leadership and singular focus to student achievement. Seventy-nine (79%) of staff members responded to the survey with 82% responding in agreement with a score of 4.0 or higher. These results indicate that the leadership style, collegial atmosphere, and the important work that is being conducted at Dr. Henry W. Mack/West Little River Elementary is supported by our entire faculty and staff. Teachers are involved in raising student achievement by working collaboratively in grade-level planning and disaggregating data that guides instruction. Parents are involved in raising student achievement by attending weekly workshops provided to assist parents in learning strategies that can be used at home. Students are involved in raising their achievement by participating in the Teaching Enrichment Activities to Minorities (TEAM) classes, the Academic Excellence Program (AEP), and the Extended School Day Intervention Program.

Faculty & Staff:



School Improvement Plan

2007-2008



Dr. Henry W. Mack/West Little River Elementary School utilizes common grade-level planning to effectively implement instructional activities and strategies that will impact student achievement. Additionally, each member of the leadership team is assigned to participate in grade-level meetings to provide resources and support to teachers. This year, students in grades 3 through 5 attend departmentalized classes. A pair of teachers work together with the same core of students. One teacher teaches Reading and Social Studies while the other teaches Math and Science. Also, the school encourages the participation of all faculty and staff members in one of the following committees: Social, Academic, and Public Relations. Each committee works collaboratively with administration to ensure that the goals and objectives of the school are met.

In an effort to provide much needed support to all teachers, a Professional Development Team has been established. The Team surveys the staff to ascertain the level of professional development needed. The survey is then analyzed by the team, needs are prioritized, and classes are offered each Wednesday by various members of the Leadership Team as well as outside resources.

Data/Information/Knowledge Management:

Dr. Henry W. Mack/West Little River Elementary School utilizes common grade-level planning to effectively implement instructional activities and strategies that will impact student achievement. Additionally, each member of the leadership team is assigned to participate in grade-level meetings to provide resources and support to teachers. This year, students in grades 3 through 5 attend departmentalized classes. A pair of teachers work together with the same core of students. One teacher teaches Reading and Social Studies while the other teaches Math and Science. Also, the school encourages the participation of all faculty and staff members in one of the following committees: Social, Academic, and Public Relations. Each committee works collaboratively with administration to ensure that the goals and objectives of the school are met.

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Education Design:

Dr. Henry W. Mack/West Little River Elementary School utilizes common grade-level planning to effectively implement instructional activities and strategies that will impact student achievement. Additionally, each member of the leadership team is assigned to participate in grade-level meetings to provide resources and support to teachers. This year, students in grades 3 through 5 attend departmentalized classes. A pair of teachers work together with the same core of students. One teacher teaches Reading and Social Studies while the other teaches Math and Science. Also, the school encourages the participation of all faculty and staff members in one of the following committees: Social, Academic, and Public Relations. Each committee works collaboratively with administration to ensure that the goals and objectives of the school are met.

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Performance Results:

The Performance Results of the implemented curriculum and various activities at Dr. Henry W. Mack/West Little River Elementary School will be based on the students' achievement on the 2008 administration of the FCAT and the 2007-2008 School Grade from the Governor's A Plus Plan.

Schools Graded 'C' or Below

Professional Development:

The staff of Dr. Henry W. Mack/West Little River Elementary engages in ongoing professional development. Each month, the Professional Development meets to discuss the professional development needs of the entire staff. This determination is based on classroom visits, staff surveys, and input from district and state specialists who have visited the school. Collectively, the team decides which professional development opportunities best meet the needs of teachers and activities are planned to provide instructional staff with an opportunity to learn research-based strategies that will improve the overall achievement of students. Additionally, a Professional Development Liaison has been identified at the school site to provide current information to staff about the myriad of professional development opportunities available at the district and school level.

Disaggregated Data :

Bi-weekly students are assessed in Reading, Writing, Science, and Mathematics utilizing TestMaker, teacher-created assessment, and/or rubric based assessment material. Data is disaggregated by leadership team members, who in turn, meet with each grade level bi-weekly to discuss the findings from the results. Teachers are taught to identify patterns in errors and to analyze item results to ensure that quality remedial instruction is provided for students who are still struggling with specific concepts. Students are visited quarterly by administration for formal data chats to ensure that students are cognizant of their progress and are aware of the opportunities for improvement that exist to close any achievement gap.

Informal and Formal Assessments:

Formative and summative bi-weekly benchmark assessments will be administered by the classroom teacher along with summative Reading, Mathematics, Science, and Writing Quarterly Assessments as a diagnostic and progress monitoring tool. Additionally, District and School Improvement Zone assessments will be given as a progress monitoring tool. The final evaluation of our progress will be evident by the results of the 2008 FCAT Reading, Mathematics, Science, and Writing + subtests.

Alternative Instructional Delivery Methods :

Through the implementation of the School Improvement Zone, all students participate in an extended day literacy program. Students are engaged in a research-based, structured tutorial that addresses their identified reading deficiencies. The intervention programs are Houghton Mifflin's Early Success/Soar to Success, and Voyager. Students who qualify are enrolled in Gifted and/or TEAM (Teaching Enrichment Activities to Minorities) classes for accelerated and challenging learning activities throughout the school day. Additionally, the Academic Excellence Program (AEP) is offered before school, Monday through Friday for students who are interested in Chess or Journalism/News Print.



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

Increase reading performance for all students in order to meet the required mastery level.

Needs Assessment

Results of the 2007 FCAT Reading subtest indicate that 47 percent of our students grades 3 through 5 performed at an achievement level of 3 or higher on the FCAT Reading assessment. Results further indicated that 40 percent of African-American students, 38 percent of Hispanic students, 40 percent of economically disadvantaged students, and 23 percent of LEP students scored at or above achievement level 3. All curriculum students' scores indicate that intensive remediation and instruction is needed in words and phrases, and main idea/purpose.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of African American students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of economically disadvantaged students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of students with disabilities scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 58 percent or higher on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, the percentage of ELL students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 51 percent or higher on the 2008 FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
School site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program. In order to monitor the implementation of professional development, school-site reading resource personnel will visit all classrooms.	Reading Coach and SIZ Curriculum Support Personnel	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide ongoing professional development activities to ensure the effective use of research-based reading practices.	Reading Coaches	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use data from bi-weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to guide instruction.	Leadership Team, Classroom Teacher and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Ensure that Creating Independent Student-Owned Strategies (CRISS) are effectively being utilized in the classroom.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Utilize the Extended School Day and Extended School Year to provide additional intervention in reading.	Classroom Teachers, Reading Coaches, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Monitor the intervention program during the extended school day for students performing below grade level.	All Teachers, Reading Coaches, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Monitor the enrichment program during the extended school day for students performing at or above grade level.	Selected Teachers, Reading Coaches, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Utilize Edusoft data management systems to generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Leadership Team, Classroom teachers, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, SuccessMaker Enterprise, LeapFrog SchoolHouse Program, Classworks, Reading Plus, Key Skills Phonics, and Riverdeep.

Professional Development



School Improvement Plan 2007-2008



Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport. Professional development will be provided to enable school-site administrators to support the school-wide literacy plan with a focus on the 8-Step Continuous Improvement Model. Professional development will also be provided to all teachers in the most effective implementation of Creating Independent Student-Owned Strategies (CRISS) in the classroom. The School Improvement Zone Curriculum Support Specialists and school-site reading coaches will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time and after working hours. To ensure compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Formative and summative bi-weekly benchmark assessments will be administered by the classroom teacher along with summative Reading Standards Quarterly Assessments as a diagnostic and progress monitoring tool. Additionally, District and School Improvement Zone assessments will be given as a progress monitoring tool. The final evaluation of our progress will be evident by the results of the 2008 FCAT Reading test.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Increase mathematics performance for all students in order to meet the required mastery level.

Needs Assessment

Results of the 2007 FCAT Mathematics subtest indicate that 58 percent of our students grades 3 through 5 performed at an achievement level of 3 or higher on the FCAT Mathematics assessment. Results also indicated that 56 percent of African-American students, 62 percent of Hispanic students, 60 percent of economically disadvantaged students, and 62 percent of LEP students scored at or above achievement level 3. All curriculum students' scores indicate that intensive remediation and instruction is needed in data analysis and algebraic thinking.

NCLB Subgroup Target

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

Measurable Objective

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Given instruction using the Sunshine State Standards, the percentage of African American students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of students with disabilities scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of economically disadvantaged students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, the percentage of LEP students scoring at FCAT Achievement Level 3 or higher in grades 3 through 5 will increase to 62 percent or higher on the 2008 FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Grade Level Chairpersons, SIZ Curriculum Support Specialist and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Teachers in all grades will consistently focus and instruct on Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified on the Instructional Focus Calendar in mathematics.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use data from bi-weekly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks to guide instruction.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Infuse the use of On Target Math Program with students in Grades 3 through 5.	Classroom Teachers, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	3740
Utilize Edusoft to generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Leadership Team, Classroom Teachers, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0

Research-Based Programs

Scott Foresman Addison-Wesley Mathematics Program, Successmaker, Classworks, LeapFrog SchoolHouse, FCAT Explorer, and RiverDeep.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the elementary school level. Professional development will be provided to enable school-site administrators to support the school-wide mathematics plan with a focus on the 8-Step Continuous Improvement Model. Professional development will also be provided to all teachers in the most effective implementation of Creating Independent Student-Owned Strategies (CRISS) in the classroom. The School Improvement Zone Curriculum Support Specialists and school-site mathematics facilitator will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time and after working hours. Additional professional development utilizing the On Target Math Program to instructional staff in mathematics best practices will be provided. To ensure compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.



School Improvement Plan 2007-2008



Evaluation

Formative and summative bi-weekly benchmark assessments will be administered by the classroom teacher along with summative Reading Standards Quarterly Assessments as a diagnostic and progress monitoring tool. Additionally, District and School Improvement Zone assessments will be given as a progress monitoring tool. The final evaluation of our progress will be evident by the results of the 2008 FCAT Mathematics test.

Writing Goal

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

Florida Education Priorities

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

Increase writing performance for all 4th grade students in order to meet the required mastery level.

Needs Assessment

Results of the 2007 FCAT Writing test indicate that 85% of the fourth grade students tested met high standards and the state's required mastery level. The combined mean score of the tested population is 3.6. The data indicated that review is required in narrative and expository writing and intense, effective, and productive instructions are required.

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 using the Sunshine State Standards, the percentage of 4th grade students scoring at 3.5 or higher at Dr. Henry W. Mack/West Little River Elementary School will increase by 1% on the 2008 FCAT Writing test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that Creating Independent Student-Owned Strategies (CRISS) are effectively being utilized in the classroom.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use analyzed data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Reading Coaches, Classroom Teachers, Special Area Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide coaching and mentoring with the implementation of the bi-weekly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Reading Coach, SIZ Curriculum Support Specialists and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Incorporate bi-weekly FCAT Writing simulation for 4th grade students that mirrors the testing procedures of the actual exam.	Reading Coach, 4th grade Classroom Teachers, and Administration	8/20/2007	2/22/2008	Other/ Not Applicable	0

Research-Based Programs

Effective Writing Component of the Comprehensive Research-Based Reading Program (CRRP) and the Six Traits of Writing.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level. Professional development will also be provided to all teachers in the most effective implementation of Creating Independent Student-Owned Strategies (CRISS) in the classroom. Additionally, teachers will be trained on the 6+1 Traits of Writing to improve student writing.

Evaluation

Bi-weekly writing assessments will be administered by the classroom teacher along with Quarterly Assessments as a diagnostic and progress monitoring tool. Generated data will be used to redirect classroom instruction and create flexible tutorials. Additionally, District and School Improvement Zone assessments will be given as a progress monitoring tool. The final evaluation of our progress will be evident by the results of the 2008 FCAT Writing test.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Increase science performance for all students in order to meet the required mastery level.

Needs Assessment

The results of the 2007 Science test administration of the FCAT reflect that 28 percent of students met the criteria for high standards. Therefore, fifth grade students need improvement in earth and space and physical and chemical. Students meeting the criteria for high standards will increase to 53% as a result of immediate and intensive instruction in science.

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher in grade 5 will increase to 53 percent or higher on the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that Creating Independent Student-Owned Strategies (CRISS) are being utilized in the classroom.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Engage students in science investigations through science projects and exhibits.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Utilize the FOSS Kits and Cuisinaire Center Stage Science Kits to practice the steps of the Scientific Process	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Administer bi-weekly and quarterly assessments to ensure mastery of Sunshine State Standards in science.	Leadership Team, Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Utilize the District's Science Pacing Guide for elementary school and Grade Level Expectations for Fifth Grade.	Classroom Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Conduct staff development activities to promote the teaching of science process skills.	SIZ and District personnel, and administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct a school wide Science Fair to allow students to demonstrate an application of the Scientific Process for students in grades 2 through 5.	Leadership Team and Administrators	1/14/2008	5/30/2008	Other/ Not Applicable	1000

Research-Based Programs

The FOSS Kits, Cuisinaire Center Stage Science Kits, and the Harcourt Brace Science Program.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level. Training will also be provided in the proper use of the FOSS Kits, Cuisinaire Center Stage Science Program, and in the most effective implementation of Creating Independent Student-Owned Strategies (CRISS) in the classroom. Additional professional development offerings will be provided to teachers to assist them in infusing research-based strategies and scientific experiments into instructional activities.

Evaluation

Formative and summative bi-weekly benchmark assessments will be administered by the classroom teacher along with summative Science Standards Quarterly Assessments as a diagnostic and progress monitoring tool. Pre and Post Test provided by the School Improvement Zone will be administered along with District and monthly School Improvement Zone assessments. The final evaluation of progress made will be evident by the results of the 2008 FCAT Science test.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

To promote and increase parental involvement at Dr. Henry W. Mack/West Little River Elementary School.

Needs Assessment

During the 2006-2007 School Year Parental Involvement Attendance Rosters indicated that parents were involved in the school's parenting classes and academic in-services that provided strategies which assisted parents in helping their children with Home Learning Activities. The number of parents attending parent workshops are as follows: August (42), September (170), October (41), November (32), December (54), January (26), February (73), March (84), April (115), and May (23) for a total of 235 school site visits by parents. The level of involvement of parents will increase by 1% in order to continue supporting student achievement among all students.

Measurable Objective

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, parental involvement will increase by 1 percent as documented by sign-in sheets and rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Community Involvement Specialist and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Community Involvement Specialist and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Implement Title I Parent Orientation, Family Literacy Night (including mathematics and science activities), Reading Under the Stars and Character Reading Day.	Reading Coaches, Grade Level Chairpersons, Community Involvement Specialist and Administrators	9/4/2007	6/13/2008	Other/ Not Applicable	0
Encourage parents' participation in decision-making groups such as the Parent Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC).	Classroom Teachers, PTSA President, EESAC Chair, EESAC Co-Chair, Community Involvement Specialist and Administrators	9/4/2007	6/13/2008	Other/ Not Applicable	0
Provide coordination, technical assistance, and other support necessary to assist Title I, improve student academic achievement, and school performance.	Community Involvement Specialist, Teachers, Leadership Team, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Notify parents of quarterly report card pick-up dates.	Administrators	10/8/2007	6/13/2008	Other/ Not Applicable	0
Utilize the Parent Compact (Title I parent compact), which identifies parents' and families' roles within the school.	Community Involvement Specialist, Administrators, and Classroom Teachers	8/20/2007	6/13/2008	Other/ Not Applicable	0
Send written notification to parents in their native language of meetings and weekly parent workshops promoting active parental participation in their child(ren)'s education and: a.) school-writing projects and the writing process; b.) school-home reading projects to increase literacy; c.) school-wide mathematics projects to increase mathematical skills; d.) at home hands on science activities designed to increase their child(ren)'s scientific inquiry skills.	Community Involvement Specialist, Classroom Teachers, Leadership Team Members, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide workshops and activities to empower parents with the skills needed to assist students with Home Learning Activities.	Leadership Team Members, Community Involvement Specialist and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A Funds.	Community Involvement Specialist, Leadership Team, members of the EESAC, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0

Research-Based Programs

National Standards Parental Involvement Program.

Professional Development

The Community Involvement Specialist, along with the faculty and staff, will continue to be kept apprised of new and innovative materials that are provided by the School Improvement Zone and the Title I Office.



School Improvement Plan 2007-2008



Evaluation

Parental involvement will increase by 1%. This will be evaluated by the number of parents signing attendance rosters at various school events.

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 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

Reduce the number of suspensions and disciplinary actions occurring for students in Kindergarten through fifth grades.

Needs Assessment

During the 2006-2007 School Year, 60 students received outdoor suspension or indoor suspension for infractions of the Code of Student Conduct.

Measurable Objective

Given the need to establish a safe and disciplined environment in the school, and to establish a link between school, home, and community to support the efforts of improved academic achievement, the number of students involved with infractions on the Student Code of Conduct during the 2007-2008 school year will decrease by 10 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue utilizing the DARE Program to promote awareness.	Dare Officer and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide group and one-to-one counseling sessions for students who are in need.	Guidance Counselor and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Create and facilitate "Peer Mediation" Groups in order to allow students to assist their peers in solving issues verbally instead of physically.	Guidance Counselor and Administrators	9/4/2007	6/13/2008	Other/ Not Applicable	0
Establish a "service" environment that enables the parents and children to feel welcomed and cared for upon entering the school.	All members of the staff and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide parents with a list of community agencies who may be able to assist them with needs that are specific to their child (ren).	Guidance Counselor and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Continue utilizing the School Safety Patrol Program	School Safety Patrol Sponsor and Administrators	9/4/2007	6/13/2008	Other/ Not Applicable	0
Utilize the Do The Right thing Program to promote acceptable social behaviors.	Media Specialist and Administrators	8/20/07	6/13/08	Other/ Not Applicable	0

Research-Based Programs

Safe Drug Free Schools, Character Education, Anti-Bullying Program Do The Right Thing and DARE.

Professional Development

As a member of the School Improvement Zone, professional development is offered in the area of Classroom Management. Professional development will also be offered in the area of implementing effective strategies for undesirable behaviors, building positive relationships with parents and students, and the many personalities of members of a learning environment.

Evaluation

This objective will be evaluated by a 10 percent decrease in the number of infractions on the Student Code of Conduct during the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

Increase the number of times student use computer technology.

Needs Assessment

In order to prepare our students to become competent members of our society, it is imperative that students have mastered basic skills and are able to effectively utilize technology.

Measurable Objective

Given the need for both teachers and students to become effective and efficient members of a technological society, teachers will increase the opportunities for students to use technology by 10 percent as documented in the data from the various technology programs being utilized in the school.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use data from Reading Plus, SuccessMaker Enterprise, LeapTrack, FCAT Explorer, Riverdeep, Edusoft, Test Maker to drive instruction.	Classroom Teachers, Special Area Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use the 8-Step process of the Continuous Improvement Model to facilitate instruction.	All Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide inservices for parents of selected third grade students in the use of Earobics.	Computer Specialist, Data Analyst and Administrators	9/4/2007	6/13/2008	Other/ Not Applicable	0
Provide remediation and independent practice for students struggling with phonics and phonemic awareness through use of Key Skills Phonics Technology Program.	Computer Specialist, Selected Classroom Teachers, Administration	8/20/2007	6/13/2008	Other/ Not Applicable	699.95
Provide any student whose parent comes in for training with a free computer through a grant by Citibank Family Tech.	Computer Specialist and Administrators	9/4/2007	6/13/2008	Other/ Not Applicable	0
Provide inservices in reading and disaggregating data received from Accelerated Reader.	Media Specialist, Reading Coach, and Administrators	9/4/2007	6/13/2008	Other/ Not Applicable	0

Research-Based Programs

Riverdeep, STaR, SuccessMaker Enterprise, LeapTrack, LeapPad, QuantumPad, Accelerated Reader, Earobics, Key Skills Phonics, National Education Technology Standards (NETS), and Systems for Technology Accountability and Rigor.

Professional Development

Being a member of the School Improvement Zone, professional development is offered in different areas of infusing technology into the standard curriculum. At the school-site professional development is conducted on a regular basis in the use of the Excelsior Electronic Gradebook, LeapPad, QuantumPad, Accelerated Reader, Earobics, SuccessMaker Enterprise, and Microsoft Office Suite. Professional development is being offered at the school-site and through the School Improvement Zone, on a regular basis, in the areas of FCAT Explorer, Riverdeep, Reading Plus, Edusoft, and Microsoft Office Suite.

Evaluation

This objective will be evaluated by a 10 percent increase in the data from the various technology programs being utilized in the school.

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

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

Health & Physical Fitness Statement

Increase the students awareness of good health and fitness according to the national standards. Improve the health and physical fitness of students participating in the physical education program in order for them to be able to adopt healthy and physically active lifestyles.

Needs Assessment

According to the Physical Fitness - Test Summary Elementary Schol Report 2006-2007, of the 110 students tested 4 students received Gold Awards and 64 received Silver Awards for a total of 62 percent of students earning awards. In comparison, during 2005-2006, of the 103 students tested 8 students received the Gold Award and 21 students received the Silver Award, for a total of 28 percent of the students receiving awards (a 34 percent increase).

Measurable Objective

Given instruction using the guidelines for National Standards for Physical Education, the number of students passing the 2007-2008 FITNESSGRAM will increase to 63 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure appropriate amount of instructional time is dedicated to fitness related activities such as, cardiovascular, flexibility, and muscular strength and endurance, on a daily basis.	Physical Education Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Compare the data given from the Pre and Post-tests in order to measure students' improvement levels.	Physical Education Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Monitor Physical Fitness Program to ensure appropriate activities are selected that are specifically related to assessment component items.	Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use data from FITNESSGRAM Pre-test to determine baseline measures for students.	Physical Education Teachers and Administrators	8/20/2007	11/13/2007	Other/ Not Applicable	0
Develop an action plan for the school to ensure the goals and objectives are met.	Leadership Team, Professional Development Team, Physical Education Teachers and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Ensure an appropriate amount of instructional time is dedicated to healthy eating, nutrition, and exercise.	Physical Education Teacher and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Utilize the Media Center to provide additional materials for instruction and learning.	All Teachers, Media Specialist, and	8/20/2007	6/13/2008	Other/ Not Applicable	0

Research-Based Programs

2007-2008 FITNESSGRAM

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the current guidelines for health and fitness, and other assessments tool to be used to measure students knowledge of health and becoming physically fit.

Evaluation

2007-2008 FITNESSGRAM

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Increase the number of students participating in Advanced Academic Programs including Gifted, TEAM and Academic Excellence Programs.

Needs Assessment

During the 2006-2007 school year, the number of students participating in the Gifted program was five. In an effort to prepare students with the ability to handle rigorous curricular activities, the number of students participating in advanced academic activities will increase by 10 percent.

Measurable Objective

Given the need to establish a link between school, home, and community to support the efforts of improved academic achievement, Dr. Henry W. Mack/West Little River Elementary School will increase the number of students in advanced academic activities by 10%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue Chess Program that students enables students to apply to become members.	Chess Sponsor and Administrators	9/24/2007	6/13/2008	Other/ Not Applicable	0
Participate in chess competitions to build critical and analytic thinking.	Chess Sponsor, Administrators	9/24/2007	6/13/2008	Other/ Not Applicable	0
Continue covering student news in a student newspaper for students, by students.	Journalism Members, Journalism Sponsor and Administrators	9/24/2007	6/13/2008	Other/ Not Applicable	0
Implement the School Safety Patrol Program.	School Safety Patrol Sponsor and Administrators	9/24/2007	6/13/2008	Other/ Not Applicable	0
Continue 5000 Role Models of Excellence Program.	5000 Role Model Sponsor and Administrators	9/24/2007	6/13/2008	Other/ Not Applicable	0
Continue utilizing the Journalism Program that will allow students to apply to become members of the news team.	Journalism Sponsor and Administrators	9/24/2007	6/13/2008	Other/ Not Applicable	0
Monitor the enrichment program for students performing above grade-level.	Reading Coach, Classroom Teachers, Mathematics/Science Coach and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Professional development will be provided by the Division of Advanced Academic Programs to assist teachers in screening and nominating students for various Advanced Academic Programs. Teachers participating in the Academic Excellence Program will be provided with inservices to guide them in effective ways in which to implement the programs.

Evaluation

This goal will be evaluated as evidenced by a 10 percent increase in the number of students participating in all advanced academic activities offered at the school.

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

To improve student performance by utilizing cost effective programs that produce a high return on investment and student achievement.

Needs Assessment

Based on the results of the Return of Investment Index (ROI), Dr. Henry W. Mack/West Little River Elementary is in the lower third percentile of all elementary schools in the state in students making learning gains. The money spent per student is in the upper third percentile of all elementary schools in the state. The Return of Investment Percentile Rank is 1.

Measurable Objective

Dr. Henry W. Mack/West Little River Elementary School will improve its rating on the Return of Investment Index by 1 percent on the next publication of Return on Investment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources.	Leadership Team, Classroom Teachers, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Collaborate with the District and Zone on resource allocation.	Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use student data to target specific areas for improvement and make purchases that will assist in instruction.	Leadership Team, Classroom Teachers, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Use student performance data to influence decision-making.	Classroom Teachers, and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0
Utilize school-based leadership team to make informed purchases, monitor program effectiveness, and measure the programs impact on student achievement.	Leadership Team and Administrators	8/20/2007	6/13/2008	Other/ Not Applicable	0

Research-Based Programs

The Continuous Improvement Model

Professional Development

The faculty and staff will receive professional development in the correct implementation of the Continuous Improvement Model.

Evaluation

This goal will be measured by 1 percent increase on the Return of Investment Percentile Rank.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at DHWM/WLRES shall assist in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the School Improvement Plan.

The EESAC shall also develop a plan for expenditure of funds designated by the state specifically for the EESAC and a portion of these funds will be used for the implementation of the SIP.

Training:

The EESAC shall receive a copy of the school's current budget and appropriate budget orientation/training will be given by the principal (or designee). Additionally, the EESAC Chair along with the Leadership Team has participated in training for writing the School Improvement Plan.

Instructional Materials:

With the implementation of the School Improvement Zone, all instructional materials used at DHWM/WLRES are research-based and have proven to be successful in schools with similar demographics.

Technology:

In order to propel our students into a technological society, DHWM/WLRES offers a curriculum enhanced by computer-based support (software, Internet access, and various on-line services). However, trend knowledge indicates that DHWM/WLRES has not consistently experienced significant improvement in student achievement in mathematics and reading through the use of these technological advances. The review process has worked phenomenally with the school, allowing teachers to continuously tailor the students' program, based on computer-generated reports. Additionally, daily participation allows mastery of benchmark standards as students work at their own pace.

The CIM's focus on data and differentiated instruction will allow for the most effective use of technology.

The administration and leadership team will also ensure that teachers, parents, students and community members understand what role technology is playing in a school or district and how its impact is being evaluated. DHWM/WLRES has established steps to re-direct the existing technology for instructional purposes both within the classroom and in the computer lab. Technology is used as a tutorial, a means to explore, a tool to create, compose, store and analyze data, and a means to communicate with others. Utilization of the existing resources at will enable the implementation of technology into the curriculum.

Staffing:

As required by School Board rule 6Gx13-1B1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and educational support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The EESAC members must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.



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Student Support Services:

The students here at DHWM/WLRES are provided with a guidance counselor who incorporates Character Education lessons into the regular curriculum. Additionally the guidance counselor facilitates peer mediation, as well as small groups and one-on-one counseling sessions. The guidance counselor further assists parents in locating appropriate community services that are specific to their needs.

Other Matters of Resource Allocation:

The EESAC will work along with the members of the leadership team to seek grant opportunities that will provide additional resource allocations to the school to enhance curriculum based activities that will foster continued learning and academic achievement for students.

Benchmarking:

The decision-making process here at Dr. Henry W. Mack/West Little River Elementary School is based on collaboration among various school-site organizations such as: Academic Committee, Social Committee, Public Relations Committee, Grade-level Chairpersons, Leadership Team, EESAC, and the Administrators.

School Safety & Discipline:

The EESAC, working cooperatively with Dr. Henry W. Mack/West Little River Elementary School's Academic Committee will implement the Schoolwide Discipline Plan that was developed by the EESAC and Academic Committees during the 2006-2007 school years.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	3740
Writing	0
Science	1000
Parental Involvement	0
Discipline & Safety	0
Technology	699.95
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	5439.95



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