
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0071 - Eugenia B. Thomas Elementary School

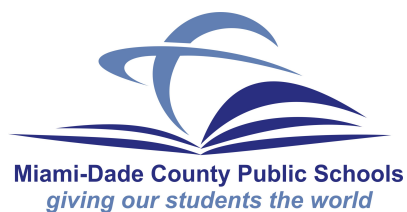
FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Mayra Falcon

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Eugenia B. Thomas Elementary School

Eugenia B. Thomas Community School, located at 5950 NW 114 Avenue, Miami, Florida, 33178, was established in 2001, in the multi-ethnic, multicultural City of Doral. The school's population is over 1,700 students. The students attend pre-kindergarten through grade five. There are three self-contained gifted classes in grades two through five. The Exceptional Student Education (ESE) students in grades kindergarten through five are serviced through inclusion. The school provides two-half day exceptional student education (ESE) Pre-k programs for three year olds. In addition, it provides Extended Foreign Language Program (EFL) beginning in kindergarten to fourth grade, Kids and the Power of Work (KAPOW) for the fifth grade students, Academic Excellence Program (AEP), Art Club, Chorus Club and after-school tutoring are offered. The after-school tutoring program offered after school is available for third through fifth grade students requiring additional assistance in mastering reading and mathematics skills.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test.

Given instruction using the Sunshine State Standard, students in third through fifth grade will increase by five percent their mathematics skills on the 2006 FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Given instruction based on the Sunshine State standards, students in grade four will improve their writing skills by one percent, as evidenced in the 2006 administration of the FCAT Writing Test.

Given instruction based in the Sunshine State Standards, students in grade five will improve their science skills as as evidenced by comparing the mean scale score of 295 on the 2005 FCAT Science Test to mean scale score of 300 points as documented by the 2006 FCAT Science Test.

Given the school-wide emphasis on parental involvement, the school will demonstrate a five percent increase in parental involvement in the intermediate grades, as evidenced by comparing 2004-2005 sign-in sheets at school functions to the 2005-2006 sign-in sheets.

Given an emphasis on attendance, school-wide attendance will improve as evidenced by half of a percent increase in the 2005-2006 Annual Attendance Report as compared to the 2004-2005 Annual Attendance Report.

Given the data reviewed from the EBT Technology Skills Assessment, teachers will improve their technology skills as evidenced by 10 percent increase in the post EBT Technology Skills Assessment, as compared to the pre EBT Technology Skills Assessment.

Given instruction based on the mandated FITNESSGRAM standards, students in grades four and five will improve their overall physical fitness as evidenced by a five percent increase in the number of students reaching high standards in the 2006 FITNESSGRAM Test.

Given emphasis of exposing students to the arts, the number of students attending and participating in the Art Club will remain at 90 percent of capacity during the 2005-2006 school year.

Eugenia B. Thomas Community School will maintain its ranking on the State of Florida ROI index publication at 98th percentile on the next publication of the index.

After comparing the category average scores from the Organizational Performance Improvement Snapshot survey it was evident that Strategic Planning and Process Management are the two areas of deficiency. In order to strengthen the area of Strategic Planning the administration will meet weekly with the grade-level and department chairpersons to review the school's goals and determine the active role the staff members will play in order to achieve that goal. The administration will seek the advice of staff members and share the decision making role. The second area of deficiency was Process Management, in order to improve this area the administration will provide continuous feedback to the staff with regards to their professional responsibility.

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.

Eugenia B. Thomas Elementary School

VISION

The vision of Eugenia B. Thomas Community School is to promote success in giving our students the world as we support each other as a family by embracing teamwork through respect, integrity and honesty.

MISSION

The mission of Eugenia B. Thomas Community School is to provide our students the opportunity for quality education by implementing comprehensive and innovative programs delivered by competent and committed staff in a state-of-the-art facility . We will establish a partnership with our community that will instill global awareness and social consciousness in our students as we prepare them to become world leaders.

CORE VALUES

Eugenia B. Thomas Community School strives to instill respect, integrity and honesty in our students by making a conscientious effort to model the exemplary values that we would like our students to exhibit. All students are reminded daily through the morning announcement of the importance of maintaining high morals and ensuring that their behavior reflects the principles the school deems significant.

School Demographics

Eugenia B. Thomas Community School, located at 5950 NW 114 Avenue, Miami, Florida, 33178, was established in 2001, in the multi-ethnic, multicultural City of Doral. The school's population is over 1,700 students, consisting of 80 percent Hispanics, 16 percent White Non-Hispanic, one percent Black, and three percent Asian/Indian/Multiracial. The school is composed of over 100 full-time certified teachers, consisting of 82 percent Hispanics, 13 percent Black Non-Hispanic, and five percent of White Non-Hispanic. Over 35 percent hold a Master's Degree and ten percent hold a Specialist's Degree. Furthermore, an additional ten percent of the teachers are seeking their Masters Degree, one percent is seeking their Specialist Degree, five percent are seeking their Doctorate, and another three percent are applying for National Board Certification.

Eugenia B. Thomas Community School has earned the Golden and Silver school award for providing over 12,000 hours of volunteer time to the school. As well as, the National PTA Parent Involvement Certification of Excellence. The school was recognized by the Florida Department of Education for earning an "A" on the school grade. The Salvation Army presented the school with an award for supporting their can food drive. In addition, the school received a grant from Waterford to help meet the educational challenges of ESOL students. Also, the Miami Dolphins awarded the school with the "Dol-Fin" grant that provides funding for Field Day activities.

We are fortunate to be in a community where families believe that education is a top priority for their child's success. Parents from the school not only are very involved in our school activities and volunteer, but they also are willing and able to do whatever it's needed outside of the school to ensure their child's academic success.

The teachers at Eugenia B. Thomas Community School are extremely dedicated and loyal to the success of the school. There is a sense of unity within the staff members and a high morale.

Since Eugenia B. Thomas has a high ESOL population, the challenge is to help these children acquire the language skills that will insure their educational success. Teachers must also provide parents with the necessary tools to assist in the acquisition of language skills. Another challenge is meeting the needs of the ESE student. ESE students will receive computer assisted instruction, as well as, tutoring assistance provided by a trained paraprofessional.

In addition, the school will provide counseling services to all students. Counselors will work with the retainees in third grade once a week, and provide lessons on academic, personal, social and career topics. They will also work with parents to help them understand their child's needs and to remediate the academic and behavioral deficits that will impact student achievement via the school support team process.

Grade level chairs will act as liaisons between grade-level and administrators. They provide leadership and create a cooperative ambiance in their departments. They work collaboratively with teachers and administrators and must be able to deal with others in a productive, yet sensitive manner.

School Foundation

Leadership:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Community School received the score of 4.2 on the Leadership category. Eugenia B. Thomas Community School, prides itself on our vision and commitment to our school's mission. Our administrators involve all stakeholders in the decision-making process, to ensure that every team member is involved in the latest information regarding our school. Our leaders create a work environment that fosters collaboration between peers and opportunities to work together to complete set goals.

District Strategic Planning Alignment:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Community School received the score of 4.1 on the Strategic Planning category. Eugenia B. Thomas Community School focuses on the efficient management practices set forth by our district. We engage family and community members to become our partners in raising and maintaining high expectations for our students. We ensure that our staff members are high-performing and up to date.

Stakeholder Engagement:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Community School received the score of 4.4 on the Stakeholder Engagement. At Eugenia B. Thomas Community School we value our customers and their needs. We make certain to listen to their concerns and address them in a timely manner. Our staff members are empowered to make decisions to solve problems or to seek help when necessary. We thrive on communication, which is the key ingredient in our school's success.

Faculty & Staff:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Community School received the score of 4.2 on the Strategic Planning category. The school's foundation is built on teamwork. Every grade-level/department has designated collaborative planning time, in which the team gathers to share information regarding the latest educational resources and to create lesson plans for the upcoming week/quarter. Our school provides mentors to beginning teachers or to teachers new to the school. All beginning teachers are part of a committee, which the AP leads to ensure that they receive the support needed to succeed.

Data/Information/Knowledge Management:

Our school's staff members are well informed of their responsibilities and are given continuous feedback on their progress to ensure that each team member maintains high-expectations.

Education Design:

Our school offers many diversified programs to enhance the quality of education at Eugenia B. Thomas Community School.

Extended Learning Opportunities: After-School Tutoring, Riverdeep, Community programs for parents and students, FastFor Word, Extended Library hours, Parent Resource Center, In-house parent workshops, EFL programs, Gifted,

Academic Excellence, Sponsor various organizations (Art Club, Chorus, Youth Crime Watch, Cheerleaders, KAPOW, Future Educators of America and Student Council), and our After Care Program offers many courses.

School-wide Improvement Model: We adhere to the Plan-Do-Study Act, where grade-levels are constantly reflecting on their progress and restructuring their instructional focus on an ongoing basis.

Performance Results:

Based on the Organizational Performance Self Assessment Survey, Eugenia B. Thomas Community School received an average score of 4.2 overall. Eugenia B. Thomas Community School has created an environment that encourages students to become actively involved in their education and it has resulted in an average daily attendance of 95 percent. We are committed to maintaining our high academic standards and offer only the highest quality programs to our students, parents and community members.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in third through fifth grade will improve reading comprehension skills.

Needs Assessment

FCAT Reading results indicate that 20 percent of the students in grades three through five have scored below FCAT achievement Level 3. Scores on the 2004 FCAT Reading Test also indicate that 70 percent of students in third through fifth grade made a year's worth of progress in reading and 62 percent of the lowest quartile in reading made a year's worth of learning gains. In each of our groups, 80 percent of our White students, 73 percent of our Hispanic students, 63 percent of our students eligible for free and reduced lunch, 68 percent of our Limited English Proficient students and 44 percent of our students with disabilities scored at or above FCAT achievement Level 3. This shows that our school met the criteria in all subgroups identified in the NCLB requirements.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their reading skills on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Reading Leader	8/8/2005	5/24/2006
2. Implement the Comprehensive Research-Based Reading Plan strategies (i.e. independent reading, guided reading) to ensure growth in reading comprehension for all students in grades kindergarten through five.	Administration, Reading Leader	8/8/2005	5/24/2006
3. Develop long-range plans that encompass all tested benchmarks and review weekly benchmarks during common grade level planning sessions as directed in our school's long range plans to ensure student proficiency in reading.	Administration, Reading Leader, Grade Level/Department Chairperson	8/8/2005	5/24/2006
4. Identify students in third grade that scored below a Level 3 on the 2004 Reading SAT-10 and provide after-school tutoring for intervention and maintenance of skills.	Administration, Reading Leader	8/8/2005	10/27/2005
5. Implement a 120-minute reading block for all students in accordance with the NCLB using the adopted Houghton Mifflin reading series	Administration, Reading Leader, Grade Level/Department Chairperson	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin FastFor Word
2. Soar To Success
3. Early Success
4. Voyager

Professional Development

1. Comprehensive Research-Based Reading Program
2. Reciprocal Teaching
3. Houghton Mifflin
4. Diagnostic Assessment for Reading (DAR)
5. Voyager
6. FCAT Task Cards
7. Guided Reading

Evaluation

1. 2006 FCAT Reading Test.
2. Interim Assessment in reading provided by district will be administered and analyzed for strengths and weaknesses.
3. Monthly assessments of benchmarks will be administered to students in grades three through five.
4. DIBELS will be administered to all students in Kindergarten through third grade.
5. DIBELS will be administered to fourth and fifth grade students that received a Level 1 & 2 in the FCAT Reading Test.
6. DAR will be administered to students identified as low risk during the second DIBELS assessment.
7. EduSoft will be used to monitor the progress of the tutorial program.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in third through fifth grade will improve their mathematics achievement.

Needs Assessment

After reviewing our data from the 2004-2005 FCAT Mathematics Test results, indicate that 17 percent of the students in third through fifth grade have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicates that students met the criteria in the subgroups identified in the NCLB requirements. Scores on the 2005 FCAT Mathematics Test indicate that 69 percent of students made a year's worth of progress in mathematics. Each of the following subgroups scored at or above FCAT Achievement Level 3: 84 percent of White students; 73 percent of Hispanic students; 65 percent of students eligible for free and reduced lunch; 70 percent of Limited English Proficient students; and 34 percent of our students with disabilities.

After reviewing and comparing our data from the 2004-2005 FCAT Mathematics Test results, students in third grade showed that their scores decreased in geometry, data analysis and probability. Fourth grade students' scores showed no change in comparison to the 2005 FCAT Mathematics Test. Fifth grade students showed a significant decreased in the area of number sense, measurement and geometry.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standard, students in third through fifth grade will increase by five percent their mathematics skills on the 2006 FCAT Mathematics Test as compared to the 2005 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Grade Level/Department Chairperson	8/8/2005	5/24/2006
2. Identify students scoring below Level 3 on the FCAT and provide an after-school tutoring program to increase achievement in mathematics application skills.	Administration	8/8/2005	2/23/2006
3. Administer regularly scheduled timed mathematics practice drills for students so that students increase their speed and accuracy.	Administration	8/8/2005	5/24/2006
4. Develop comprehensive math vocabulary, problem of the day and other sources to reinforce instruction in short and extended responses.	Administration, Grade Level/Department Chairperson	8/8/2005	5/24/2006
5. Use manipulatives to emphasize problem solving techniques and higher-order thinking skills in the exploration of mathematics concepts.	Administration	8/8/2005	5/24/2006
6. Implement the district's mathematics long range plans, which comply with the requirements of the Sunshine State Standard (SSS) and the Competency-Based Curriculum.	Administration, Grade Level/Department Chairperson	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Math Florida Edition

Professional Development

1. Kindergarten through fifth grade teachers will be trained in Math Task Cards.
2. Riverdeep training was provided in-house to teachers in kindergarten through grade five.

Evaluation

1. 2006 FCAT Mathematics Test.
2. Quarterly Standard Assessment for Mathematics assessment provided by district.
3. Monthly assessments of benchmarks will be administered to students in grades three through five.
4. Basal Unit Assessment.
5. EduSoft will be used to monitor the progress of the tutorial program.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Students in fourth grade will improve their writing skills.

Needs Assessment

FCAT Writing results indicate that 20 percent of our fourth grade students did not meet the current expository writing state mastery standards and 12 percent of fourth grade students did not meet the current narrative writing state mastery standards on the 2005 FCAT Writing Test.

After reviewing our data from the 2005 FCAT Writing Test, we need to increase the percentage of students meeting the state mastery in expository writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State standards, students in grade four will improve their writing skills by one percent, as evidenced in the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Reading Leader	8/8/2005	5/24/2006
2. Provide students in grades kindergarten through five with a variety of graphic organizers to enhance pre-writing skills.	Administration, Reading Leader	8/8/2005	5/24/2006
3. Engage students in Daily Oral Language practice to improve grammar skills in grades kindergarten through five.	Administration, Reading Leader	8/8/2005	5/24/2006
4. Engage students in responding to bi-weekly prompts using expository and narrative formats.	Administration, Reading Leader	8/8/2005	5/24/2006
5. Collaborate with teachers during common grade-level planning to discuss strategies to improve students' writing.	Administration, Reading Leader	8/8/2005	5/24/2006
6. Administer the district FCAT Writing pre-test and post-test to identify performance improvements in narrative and expository writing.	Administration, Reading Leader	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin English Series
2. Houghton Mifflin Florida Edition Reading Series

Professional Development

1. Kindergarten through grade five teachers will be trained in-house by the Reading Leader in 4-Square Writing.
2. Fourth grade teachers will be trained in FCAT Writing, as workshops become available by the district.

Evaluation

1. 2006 FCAT Writing Assessment.
2. FCAT Writing pre-test and post-test provided by the district.
3. Bi-weekly writing samples in narrative and expository writing.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in fifth grade will improve science skills that enable them to master the state standards in science.

Needs Assessment

After reviewing our data from the 2005 FCAT Science Test, the students mean score was 295. The students in fifth grade showed an eight percent increase in the area of Scientific Thinking when compared to 2004 FCAT Science Test. However, students decreased by seven percent in the area of Life and Environmental and one percent in the area of Earth and Space. In the area of Physical and Chemical student scores remained the same.

Measurable Objective

Given instruction based in the Sunshine State Standards, students in grade five will improve their science skills as as evidenced by comparing the mean scale score of 295 on the 2005 FCAT Science Test to mean scale score of 300 points as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act to ensure student achievement.	Administration, Grade Level/Department Chairperson	8/8/2005	5/24/2006
2. Infuse FOSS Kits into the science curriculum in order to provide students with a hands-on/minds-on approach to learning science process skills.	Administration	8/8/2005	5/24/2006
3. Conduct biweekly science experiments in grades kindergarten through fifth to assist students in making with real-world connections to scientific concepts.	Administration	8/8/2005	5/24/2006
4. Incorporate written explanations of science concepts using the science textbook as a guide to ensure mastery of science concepts in grades three through five.	Administration	8/8/2005	5/24/2006
5. Teachers in grades three through five will apply appropriate reading comprehensions strategies aligned with priority objectives using science informational text.	Administration	8/8/2005	5/24/2006

Research-Based Programs

1. Harcourt Science, 2000 Edition

Professional Development

1. Workshop on integrating writing skills in content areas.
2. Scope & Sequence in science workshop.
3. Science Item Specifications workshop.
4. Hands-on workshop on activities in science.

Evaluation

1. 2006 FCAT Science Assessment.
2. Weekly performance-based assessments created by teachers.
3. Monthly science assessments of benchmarks will be administered to students in third through fifth grade.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The goal is to increase the overall attendance of parental participation at Eugenia B. Thomas Community School.

Needs Assessment

Parental involvement is especially evident in the primary grades. In kindergarten, room parents participate by helping teachers prepare hands-on activities for students. They assist students in their learning centers and serve as aides to the teacher. Volunteers assist teachers in the primary grades by taking activities home to cut and paste. They help teachers with the preparation of other events like: the Pumpkin Parade, Thanksgiving Feast, and other Holiday Activities. Parent Volunteers can also be seen assisting the media specialist with library duties.

A few of our parent volunteers also participate in a program called "Oyente". In this program, volunteers are trained listeners. They sit with a student and give them the opportunity to talk to someone. The listener is instructed to listen and not give any feedback.

Several workshops were also provided to parents in grades second through fifth grade to provide them with SAT and FCAT strategies and questioning techniques. The teachers provide packets to inform parents about the tests. Other activities are conducted to have parents participate with their child such as, "Love a Book, Read a Book" night, Science Fair Night, ESE Breakfast and Family Reading Night.

It was evident from the 2004 sign-in sheets at school functions, that in the primary grades more parents attended the different activities when compared to the intermediate grades.

Measurable Objective

Given the school-wide emphasis on parental involvement, the school will demonstrate a five percent increase in parental involvement in the intermediate grades, as evidenced by comparing 2004-2005 sign-in sheets at school functions to the 2005-2006 sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Expand the Parent Volunteer Program and provide orientation sessions to ensure upper grade level parent and teacher collaboration.	Administration	8-8-05	5-24-05
2. Conduct Parent Informational FCAT Workshops for third through fifth grade to make parents aware of FCAT requirements.	Administration	8-8-05	5-24-05
3. Conduct Parent Academy workshop to train parents to better assist their child's learning at home.	Assistant Principal of Community Education, Administration	10-05-05	10-05-05
4. Conduct Parental Informational SAT workshop for second grade to provide parents with strategy awareness to ensure success on the SAT.	Administration	11-05-05	11-05-05
5. Conduct Bilingual Seminars to inform parents of different topics that they can utilize to assist their child.	Administration	10-05-05	4/14/2006
6. Conduct a "Back to School Night and Resource Fair" for all parents, to inform them of teacher expectations.	Administration	11/1/2005	11/30/2005

Research-Based Programs

Not Applicable

Professional Development

Train teachers to conduct Parent Informational FCAT Workshops for third through fifth grade to make parents aware of FCAT requirements.

Evaluation

Parental Involvement Attendance Logs

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 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 type="checkbox"/>

GOAL 6 STATEMENT:

Our goal is to improve student attendance and reduce participation in the Truancy Intervention Program (TIP).

Needs Assessment

The 2004-2005 Annual Attendance Report indicates that the average attendance was 95 percent. After reviewing the five percent of students that have been identified by TIP, the common characteristics is that the students are low achievers. Many of the TIP participants are students that leave the country on account that they need their visas updated and do not follow proper school attendance policy or procedures.

Measurable Objective

Given an emphasis on attendance, school-wide attendance will improve as evidenced by half of a percent increase in the 2005-2006 Annual Attendance Report as compared to the 2004-2005 Annual Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Contact parents to notify them of absences and emphasize the importance of bringing their children to school.	Administration, Counselors	8-8-05	5-24-05
2. Monitor attendance using the attendance bulletin.	Administration	8-8-05	5-24-05
3. Implement a monthly incentive program to encourage students to attend school.	Administration	8-8-05	5-24-05
4. Utilize a Perfect Attendance award every grading period to promote attendance.	Counselors	8-8-05	5-24-05
5. Monitors students that are identified through the Truancy Intervention Program (TIPS).	Administration	8-8-05	5-24-05

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

2005-2006 Attendance Report

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 7 STATEMENT:

Teachers will use technology to enhance their productivity and professional practices.

Needs Assessment

Given an emphasis on the use of technology in education, the EBT Technology Skills Assessment demonstrated that 44 percent of the staff are interest in gaining knowledge on creating and updating websites for their students, 43 percent are interested in learning how use spreadsheet software, and 20% demonstrate an interest on learning basic computer skills such as wordprocessing, e-mail, use of folders, and how to use the internet.

Measurable Objective

Given the data reviewed from the EBT Technology Skills Assessment, teachers will improve their technology skills as evidenced by 10 percent increase in the post EBT Technology Skills Assessment, as compared to the pre EBT Technology Skills Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Train the staff on how to use district E-mail to communicate with staff and parents.	Administration	8/8/2005	5/24/2006
2. Use technology, as reflected in lesson plans, to deliver an interactive interdisciplinary curriculum using the internet .	Administration	8/8/2005	5/24/2006
3. Follow district initiatives to promote best practices and participate in software programs that enhance instruction.	Administration	8/8/2005	5/24/2006
4. Attend in-services that focus on technology advances and applications to create a website.	Administration	8/8/2005	5/24/2006
5. Access appropriate tutorials, staff development, and training to acquire, maintain, and enhance technology skills (i.e. MS Office).	Media Specialist, Administration	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

1. Microsoft Office (MS Word, Excel, PowerPoint, Publisher, etc.) in-house workshop.
2. District E-mail workshop.
3. Brainchild, EduSoft, and FastFor Word workshops.
4. Using the internet to facilitate planning and learning workshops.

Evaluation

EBT Technology Skills Assessment pre/post test

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

To improve the physical fitness level of all students, by providing a challenging and comprehensive physical education program that integrates fitness, health and nutrition.

Needs Assessment

Data from the FITNESSGRAM Test Summary indicates that 506 students were tested in 2004-2005 school year. Thirty percent did not obtain gold.

Measurable Objective

Given instruction based on the mandated FITNESSGRAM standards, students in grades four and five will improve their overall physical fitness as evidenced by a five percent increase in the number of students reaching high standards in the 2006 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer the FITNESSGRAM pre-test to determine baseline measures.	Administration	8/8/2005	5/24/2006
2. Provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Administration	8/8/2005	5/24/2006
3. Ensure the an appropriate amount of instructional time is dedicted to fitness related activities on a daily basis.	Administration	8/8/2005	5/24/2006
4. Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administration	8/8/2005	5/24/2006
5. Develop an action plan for the students in grades four and five to ensure input from the department to meet the goals and objectives as stated.	Administration	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

FITNESSGRAM

Evaluation

FITNESSGRAM Test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Expose students to various art media through participation in an Art Club for grades three through five.

Needs Assessment

Students in grades three through five were given a survey at the beginning of the 2005-2006 school year to assess their interest in developing school clubs. The survey demonstrated that 87 percent of the students preferred to join an art club, instead of a recorder or fitness club.

Measurable Objective

Given emphasis of exposing students to the arts, the number of students attending and participating in the Art Club will remain at 90 percent of capacity during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop art portfolios.	Administration, Sponsor	10/3/2005	5/18/2006
2. Market the Art Club as an after school activity.	Administration, Sponsor	10/3/2005	5/18/2006
3. Monitor student adherence to Art Club participation criteria (attendance, GPA, etc) as set forth by the sponsor.	Administration, Sponsor	10/3/2005	5/18/2006
4. Introduce different art techniques that are not used in regular art class.	Administration, Sponsor	10/3/2005	5/18/2006
5. Establish a "Gallery" presentation to showcase student generated works of art.	Administration, Sponsor	10/3/2005	5/18/2006
6. Provide students with the opportunity to meet local artists, tour local museums and /or virtual art museums.	Administration, Sponsor	10/3/2005	5/18/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Attendance Logs for Art Club

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Eugenia B. Thomas Community School will rank at, or above, the 90th percentile statewide in the Return of Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Eugenia B. Thomas Community School ranked at the 98th percentile on the State of Florida ROI index.

Measurable Objective

Eugenia B. Thomas Community School will maintain its ranking on the State of Florida ROI index publication at 98th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administration	9-5-05	5-24-05
2. Collaborate with the district on resource allocation.	Administration	9-05-05	5-24-05
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	9-5-05	5-24-05
4. Consider shared use of facilities, partnering with community agencies.	Administration	9-5-05	5-24-05
5. Keep staff members informed on financial resources in relation to school programs.	Administration	9-5-05	5-24-05

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

State of Florida ROI Index

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:

The EESAC committee distributed funds to enhance instruction in the classroom through purchasing equipment and educational materials to assist teachers and media specialists in achieving academic goals for students.

Training:

EESAC provided funds that facilitated the professional development of teachers through providing technology equipment that will benefit instruction in the classroom.

Instructional Materials:

EESAC committee focused on supplying instructional materials that effectively gave teachers the opportunity to improve lessons in the classroom and develop different teaching strategies to have their student reach their academic goals.

Technology:

EESAC purchased programs and technology equipment, which allowed our media specialists to have a variety of materials at the disposal of students, in order to increase their reading levels, in the areas of fluency and comprehension.

Staffing:

EESAC provided resources for teachers to enhance their professional development and the ability to track their students through educational software that will allow them to pin point the academic areas that need improvement.

Student Support Services:

EESAC provided funds to purchase materials that allowed Student Support Services the ability to make a greater impact on academic and emotional areas of student development.

Other Matters of Resource Allocation:

EESAC provided funds in order to acknowledge the academic achievement of the students through the purchase of award materials, to instill a sense of accomplishment.

Benchmarking:

Our schools benchmarks and outlines, set goals and objectives, that were implemented throughout the school year. Assessment, evaluation and teaching strategies were aligned with the school's action plan in an on-going/yearly basis and reviewed throughout the school year.

School Safety & Discipline:

EESAC provided funds to purchase equipment that allowed the implementation of procedures that ensured the safety of all our students.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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