
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0241 - Ruth K. Broad/Bay Harbor Elementary School

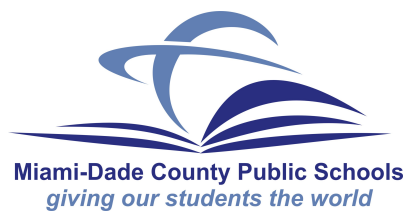
FeederPattern: Miami Beach Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Arlene Ortenzo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ruth K. Broad/Bay Harbor Elementary School

Ruth K. Broad Bay Harbor Elementary School, an “A” school for six consecutive years, utilizing the best of human resources and technologically rich programs, is located in Bay Harbor Islands, Florida and serves Bay Harbor Islands, Bal Harbour, Surfside, Sunny Isles, and Eastern Shores areas. These communities consist of many upper and middle class professionals, as well as newly immigrated Hispanic families. Presently, the Ruth K. Broad Bay Harbor Elementary enrollment is over 1349 students in grades Pre-K through six. Our student population averages 39% White Non-Hispanic, 54% Hispanic, 2% Black Non-Hispanic, and 5% Asian/Indian/Multiracial. Both the mobility index and number of free and reduced-price lunches are moderate. Parental and business involvement provide excellent support for the school. Ruth K. Broad Bay Harbor Elementary is not just a “school” but an evolving educational family. The administration, instructional and clerical staff, custodial and cafeteria staff, paraprofessionals, aides, volunteers, PTA, and the community at large form a dynamic team that serves its children and enhances the educational process for high academic achievement.

After analyzing and evaluating pertinent data such as the Organizational Performance Improvement Snapshot Survey, School Demographic and Academic Profile, School Climate Survey, FCAT Achievement Reports, School Report Card, and School Improvement Plan results from 2004-2005, Ruth K. Broad Bay Harbor Elementary, in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as wide priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through six will maintain or improve their reading skills as evidenced by ninety percent of the students reaching the state required mastery level documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through six will maintain or improve their mathematics skills as evidenced by eighty-seven percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by ninety-six percent of the students scoring 3.5 or above as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will maintain or improve their science skills as evidenced by a mean scale score of 311 points as documented by the 2006 FCAT Science Test.

Given opportunities to attend a variety of school activities and functions throughout the school year, seventy-five percent of the parents will indicate that they attended one or more school activities during the 2005-2006 school year, as reflected by the results of parent sign-in logs and a school-site survey disseminated in May 2006.

Given opportunities utilizing the Proudly Infusing Non-Violence Program students in grades kindergarten through six will demonstrate adherence to the Code of Student Conduct as evidenced by a decrease in the number of outdoor suspensions from 33 in 2004-2005 to 30 in 2005-2006.

Given instruction utilizing computer-assisted technology, students in grades two through six will increase their participation in the Accelerated Reader Program as evidenced by an increase from 400 students in 2004-2005 to 500 students in 2005-2006.

Given instruction based on the Sunshine State Standards, students in grades four through six will attain an acceptable fitness level as evidenced by 50% of the students meeting high standards on five of the six subtests on the 2005-2006 FitnessGram Test.

Given emphasis on the benefits of participating in extra-curricular music programs, the number of students in grades two through six will increase from 260 students in 2004-2005 to 300 students in 2005-2006.

Ruth K. Broad Bay Harbor Elementary School will improve its ranking on the State of Florida ROI index publication from the 88th percentile in 2003 to the 90th percentile on the next publication of the index.

Results of the Organizational Performance Improvement Snapshot Survey indicate a need for improvement in the areas of strategic planning and process management. Emphasis on strategic planning will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail. Improved process management will include retrieval, review, and interpretation of data from the following sources: grade level articulation; FCAT results; and Edusoft, SuccessMaker, and Accelerated Reader reports.

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.

Ruth K. Broad/Bay Harbor Elementary School

VISION

It is the vision of Ruth K. Broad Bay Harbor Elementary School to discover and identify the individual strengths of each child, to promote enthusiasm and the desire to learn, and to make our students competitive in the world.

MISSION

The Ruth K. Broad Bay Harbor Elementary School community strives to provide a safe, academically challenging, and technologically supportive program for all its children by empowering them with a strong foundation to succeed presently and in the years to come.

CORE VALUES

Excellence: We strive toward maximum standards in academic performance and organizational development.

Integrity: We promote positive interactions through honesty, respect, and understanding that develop an environment of safety and well-being among students, staff, families, and community.

Equity: We provide an environment that enhances learning and makes every effort to close achievement gaps.

Citizenship: We take pride in the diversity of our community and foster responsibility in working together to ensure the educational and personal success of all students as integral citizens of our democratic society.

School Demographics

Ruth K. Broad Bay Harbor Elementary School is located in Bay Harbor Islands, Florida and serves students in Bay Harbor Islands, Bal Harbour, Surfside, Sunny Isles, and Eastern Shores areas. These communities consist of many upper and middle class professionals, as well as newly immigrated Hispanic families. Presently, Ruth K. Broad Bay Harbor Elementary's enrollment is over 1,349 students in pre-kindergarten through grade six. Our student population averages 39% White Non-Hispanic, 54% Hispanic, 2% Black Non-Hispanic, and 5% Asian/Indian/Multiracial. Our exceptional student population constitutes 19 percent of the total enrollment. Limited English Proficiency students constitute 23 percent of the total enrollment. Thirty-six percent of our students receive free or reduced lunch. The mobility index of our school is moderate. Parental and business involvement provide excellent support for the school.

Ruth K. Broad Bay Harbor Elementary School employs 104 full-time staff members. The leadership team is composed of the principal, two assistant principals, two guidance counselors, a media specialist, a technology specialist, a microsystem technology specialist, and grade level chairpersons. The instructional staff consists of eighty full-time teachers, a speech pathologist, two full-time paraprofessionals, and eighteen part-time paraprofessionals. The ethnic breakdown of our instructional staff is as follows: 33% White, 21% Black, 45% Hispanic, and 1% Asian American. Other support personnel include clerical staff, custodial staff, cafeteria staff, aides, volunteers, an effective PTA, and the community at large. These dynamic groups of professionals serve our children and enhance the educational process for high academic achievement.

Ten percent of the instructional staff have specialist/doctoral degrees, 37 percent have masters degrees, 7 percent are National Board Certified teachers, and 8 percent of the members are beginning teachers. All of the general education teachers are certified in elementary education.

Specialty programs include: an Exceptional Student Education program with an inclusion model for students with diagnosed exceptionalities, a Limited English Proficiency program that provides instruction in English for students of other languages, a Basic Skills program that offers classes for students in the lowest quartile in grades two through five with lower teacher/student ratio, and a Gifted program for students who would benefit from enrichment opportunities. Our exceptional student population constitutes 19 percent of the total enrollment. Limited English Proficiency students constitute 23 percent of the total enrollment. Thirty-six percent of our students receive free or reduced priced lunch.

Ruth K. Broad Bay Harbor Elementary School, an "A" school for six consecutive years, utilizes the best of human resources and technologically rich programs. The Shepard Broad Foundation has been and continues to be a major benefactor, consultant, and support system for the school. Our business partners are engaged in updating our technological needs, and our Adopt-A-Class program offers the faculty funds to purchase materials/supplies for the children. The YWCA conducts an after-care program, and the Surf-Bal-Bay Recreational program offers extra-curricular activities for our children after the regular school day.

School Foundation

Leadership:

Leadership proves to be an area of strength at our school. Indicators of effective leadership include but are not limited to clear mission and vision communicated to all members of the school community, a positive work environment that encourages learning, and valued professional input from faculty and staff.

District Strategic Planning Alignment:

Strategic planning is a category identified for improvement. An emphasis on this area will include grade level collaboration and articulation, improved opportunities through staff development, and enhanced communication through District e-mail.

Stakeholder Engagement:

Customer and market focus are extremely positive at our school. All members of the school community understand the importance of building school, home, business, and community relationships.

Faculty & Staff:

Faculty and staff realize that working together as a team through cooperation and collaboration has had a positive impact on our school environment. Key stakeholders include cooperative grade level chairpersons, an effective Education Excellence School Advisory Council, a dynamic PTA, involved Dade Partners, and the support of our community.

Data/Information/Knowledge Management:

Data collection, analysis, and knowledge management are areas of strength in our school. Knowledge management is effectuated through careful review of existing information and analysis of data toward making competent decisions that lead to a high quality of education for all students.

Education Design:

Education Design provides a variety of learning opportunities that steer our school toward high standards and maximum student achievement.

Performance Results:

Performance results indicate that this process has impacted our student achievement, increased parent involvement,

and expanded special area programs.

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

GOAL 1 STATEMENT:

Ruth K. Broad Bay Harbor Elementary students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that ninety percent of the students in grades three through six have met the state required mastery level, seventy-five percent have made annual learning gains, and seventy-six percent of the students scoring in the lowest quartile made annual learning gains. Data results indicate that students showed strengths in concepts such as word/phrases and reference/research. Results indicate that weaknesses occurred in concepts such as main idea/author's purpose and comparisons.

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 using the Sunshine State Standards, students in grades three through six will maintain or improve their reading skills as evidenced by ninety percent of the students reaching the state required mastery level documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze results of the District assessments to monitor student progress and instruction.	Instructional Personnel	10/10/2005	5/24/2006
Disaggregate and analyze the 2005 FCAT Reading Test data to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel	8/8/2005	5/24/2006
Analyze the results of the 2005 Reading FCAT Test to group students for before and after-school tutorial programs and for assignments of mentors and volunteers.	Instructional Personnel	8/8/2005	5/24/2006
Utilize Accelerated Reader/STAR, FCAT Explorer, Riverdeep, ACCESS 2 Learn, and Successmaker to improve reading comprehension and promote independent reading.	Instructional Personnel	8/8/2005	5/24/2006
Provide an uninterrupted daily two hour reading block for students in kindergarten through grade six.	Instructional Personnel	8/8/2005	5/24/2006
Implement the Comprehensive Reading Plan with intensive focus on guided reading, vocabulary development, and comprehension skills.	Instructional Personnel	8/8/2005	5/24/2006
Provide an intensive reading program for those students in the lowest quartile, tier one or two status, and/or students who were retained.	Instructional Personnel	8/8/2005	5/24/2006
Provide an after school tutorial program twice a week for those students in the lowest quartile in reading.	Instructional Personnel	9/20/2005	2/23/2006

Research-Based Programs

Houghton Mifflin Reading Series
SuccessMaker Program

Professional Development

Professional development will include: Houghton Mifflin Reading Series implementation and usage, techniques to improve the delivery of instruction of the Comprehensive Reading Plan, collaborative planning, guided reading group instruction, SuccessMaker, and Edusoft training.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test. Interim District assessments will evaluate student progress as a monitoring tool.

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

GOAL 2 STATEMENT:

Ruth K. Broad Bay Harbor Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that eighty- seven percent of the students in grades three through six have met the state required mastery level and seventy-eight percent of the students demonstrated acceptable levels of learning gains. Data results indicate that students demonstrated strengths in concepts such as geometry, spatial sense, data analysis, and probability. Results indicate that weaknesses occurred in areas of number sense, concept and operations, and algebraic thinking.

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 using the Sunshine State Standards, students in grades three through six will maintain or improve their mathematics skills as evidenced by eighty-seven percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze the 2005 FCAT Mathematics Test data to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel	8/8/2005	5/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, and technology.	Instructional Personnel	8/8/2005	5/4/2006
Provide an uninterrupted daily one-hour block of mathematics instruction for students in kindergarten through grade six.	Instructional Personnel	8/8/2005	5/24/2006
Analyze results of the District assessments to monitor student progress and instruction.	Instructional Personnel	10/10/2005	5/24/2006
Provide an after-school tutorial program twice a week for students in the lowest quartile in mathematics.	Instructional Personnel	9/20/2005	2/23/2006
Provide technology-based programs for students including: FCAT Explorer, SuccessMaker, and Riverdeep.	Technology Specialist Instructional Personnel	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Mathematics Series, McDougal Little Middle School Mathematics Series, and SuccessMaker.

Professional Development

Professional development training will include: Houghton-Mifflin Mathematics Series implementation and usage, inservices to improve the delivery and instruction of assessed Sunshine State Standards, grade level benchmarks, collaborative planning, SuccessMaker, and Riverdeep training.

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Mathematics Test. Interim quarterly assessments will be used as a monitoring tool.

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

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that eighty-six percent of the students in grade four achieved a score of 3.5 or above on the narrative prompt and ninety-three percent of the students scored 3.5 or above on the expository prompt. Data indicates students in grade four need additional exposure to narrative and expository prompts and reinforcement of effective writing techniques. A review of writing samples from kindergarten through third grade students indicate a need for an intensive schoolwide writing program that emphasizes grammar, sentence structure, and figurative language.

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 Sunshine State Standards, students in grade four will maintain or improve their writing skills as evidenced by ninety-six percent of the students scoring 3.5 or above as documented by scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a schoolwide writing program that incorporates specific areas of focus in writing that provide practice opportunities across the curriculum.	Instructional Personnel	8/8/2005	5/24/2006
Analyze results of the District pretest prompt to all students in grade four for the purpose of forming homogenous writing groups.	Instructional Personnel	8/8/2005	5/24/2006
Utilize writing prompts for students in grades two through six to ensure that students learn effective narrative and expository writing techniques.	Instructional Personnel	8/8/2005	5/24/2006
Facilitate an intensive writing program, "Write On Bobcats," for students in kindergarten through grade three.	Instructional Personnel	8/8/2005	5/24/2006
Provide an after- school tutorial program twice a week to those students who scored below a level 3 on the in-house writing pretest.	Instructional Personnel	9/20/2005	2/23/2006
Analyze results of monthly prompts to students in grade four to monitor progress. Students who are making progress will be moved to the appropriate writing group, as needed.	Instructional Personnel	8/8/2005	5/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional development training for teachers will include: techniques to improve the delivery of instruction, the scoring of students' writing samples using rubric scoring, and the implementation of creative and innovative techniques that will enhance students' writing for both narrative and expository prompts.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing Test. District writing prompts will be used as a monitoring tool.

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

GOAL 4 STATEMENT:

All students will be able to apply the scientific method.

Needs Assessment

Results of the 2005 FCAT Science Test indicate a mean scale score of 311 points, which is forty-five points above the District mean scale score and twenty-five points above the State mean scale score of 286. Data results indicate that students in grade five demonstrated strengths in understanding the processes of life and how living things interact with their environment. Results indicate that weaknesses occurred in the areas of energy, force and motion, and the nature of matter.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will maintain or improve their science skills as evidenced by a mean scale score of 311 points as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model to develop students' understanding of scientific concepts.	Instructional Personnel	8/8/2005	5/24/2006
Implement student participation in a schoolwide Science Fair to reinforce the scientific method.	Instructional Personnel	8/8/2005	4/30/2006
Analyze results of the 2005 FCAT Science Test to identify strengths and opportunities for improvement for instructional purposes.	Instructional Personnel	8/8/2005	5/24/2006
Analyze results of the Blast Off Science Diagnostic Test to students in grade five as a pretest to identify areas of weaknesses. To monitor students' progress, students in grade five will be given the Blast Off Science Diagnostic Test as a posttest.	Instructional Personnel	8/8/2005	5/24/2006
Reinforce grade-appropriate science content across the curriculum.	Instructional Personnel	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Science Series

Professional Development

Professional development training for teachers will include: focus on the eight strands of science, use of hands-on activities and experiments, and creation and monitoring of Science Fair projects.

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Science Test for fifth grade students. Pretest and progress tests will provide formative assessment that will be used to monitor progress toward this objective.

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Results of the School Climate Survey indicate that two percent of the parents had not attended any school activities, sixty-three percent of the parents had attended one to three activities, and thirty-five percent attended four or more school activities during the 2004-2005 school year. These results indicate a need for a seven percent increase in the number of parents attending one or more school activities during the 2005-2006 school year.

Measurable Objective

Given opportunities to attend a variety of school activities and functions throughout the school year, seventy-five percent of the parents will indicate that they attended one or more school activities during the 2005-2006 school year, as reflected by the results of parent sign-in logs and a school-site survey disseminated in May 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Send written notification to parents in their home language of meetings and parent workshops that promote active parent involvement in their child(ren)'s education.	Administration, Instructional Personnel	8/8/05	5/24/06
Encourage parent involvement in decision-making groups including the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	PTA, EESAC Chairperson, Administration, Instructional Personnel	8/8/2005	5/24/2006
Encourage parent involvement at PTA meetings to be held five times per school year.	PTA, Administration, Instructional Personnel	8/8/2005	5/24/2006
Plan and facilitate a schoolwide Open House event for parents of students in kindergarten through grade six and provide conferences for parents to review students' academic progress throughout the year.	Administration, Instructional Personnel	8/8/2005	5/24/2006
Encourage parent involvement in programs, such as: Bilingual Parent Workshops, FCAT Parent Workshops, Family Literacy Program, School Volunteer Program, Career Awareness presentations, and student mentoring.	Administration, Instructional Personnel	8/8/2005	5/24/2006

Research-Based Programs

Family Literacy Program, Informed Families Program, The National PTA, Standards for Parent/Family Involvement Program

Professional Development

Family Literacy Program, Informed Families Program, The National PTA, Standards for Parent/Family Involvement Program

Evaluation

This objective will be evaluated by the results of an in-house parent survey. Parent sign-in logs will be used as a monitoring tool.

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

District outdoor suspension reports from the 2004-2005 school year indicate that 33 students received outdoor suspensions. A review of Student Case Management forms indicate that the majority of suspensions resulted from fighting and harassment issues. These results indicate a need for a decrease in the number of outdoor suspensions from 33 in 2004-2005 to 30 in 2005-2006.

Measurable Objective

Given opportunities utilizing the Proudly Infusing Non-Violence Program students in grades kindergarten through six will demonstrate adherence to the Code of Student Conduct as evidenced by a decrease in the number of outdoor suspensions from 33 in 2004-2005 to 30 in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure each teacher implements a Schoolwide Discipline Plan.	Administrators, Instructional Personnel	8/8/2005	5/24/2006
Provide student workshops in bullying and harassment through the Sunburst Visual Media Program.	Counselors	8/8/2005	5/24/2006
Provide staff development for implementation of the Proudly Infusing Non-Violence Program for teachers in grades kindergarten through six.	Counselors, Administrator	8/8/2005	5/24/2006
Review Code of Student Conduct with students.	Administrators, Instructional Personnel, Counselors	8/8/2005	5/24/2006
Provide workshops for parents on "Bullying" and on "Effective Ways to Communicate and Discipline Your Children" through the Safe School Specialist.	Counselors, Administrators	11/1/2005	2/28/2006
Implement peer mediation process in each homeroom class.	Counselors, Instructional Personnel	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Attend a M-DCPS Conflict Prevention and Peer Mediation Seminar specified for counselors.

Attend workshops on Bullying and on Cultural Sensitivity in the Classroom through the Safe School Specialist.

Evaluation

This objective will be evaluated by a review of the outdoor suspension report generated by the District. A quarterly review of suspension reports will indicate progress toward this objective.

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.)

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

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

After reviewing the results of the 2004-2005 student participation in the Accelerated Reading Program, data indicate that 400 students participated in the program. These results indicate a need to increase student participation to 500 in 2005-2006.

Measurable Objective

Given instruction utilizing computer-assisted technology, students in grades two through six will increase their participation in the Accelerated Reader Program as evidenced by an increase from 400 students in 2004-2005 to 500 students in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the technology specialist to provide computer-assisted instruction for students on the use of the Accelerated Reading Program.	Technology Specialist	8/8/2005	5/24/2006
Utilize the media specialist to assist students in initiating the Accelerated Reading Program.	Media Specialist	8/8/2005	5/24/2006
Utilize the media specialist to implement an incentive program to encourage student participation in the Accelerated Reading Program.	Media Specialist	8/8/2005	5/24/2006
Inform parents about the benefits of the Accelerated Reading Program.	Technology Specialist	8/8/2005	5/24/2006
Implement the Accelerated Reader Program in grades two through six.	Technology Specialist, Instructional Personnel	8/8/2005	5/24/2006

Research-Based Programs

Accelerated Reader Program

Professional Development

Attend a workshop on implementation of the Accelerated Reader Program.

Evaluation

This objective will be evaluated by the results of teacher-generated logs denoting the number of students participating in the Accelerated Reader Program. A quarterly review of the logs will be used as a monitoring tool.

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.)

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

GOAL 8 STATEMENT:

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

Needs Assessment

Results of the 2004-2005 FitnessGram Test indicate that thirty-five percent of students in grades four, five, and six achieved an acceptable score on five out of the six subtests. Data results indicate that students showed strengths in flexibility. The same data results indicate that students showed weaknesses in muscular strength and endurance.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four through six will attain an acceptable fitness level as evidenced by 50% of the students meeting high standards on five of the six subtests on the 2005-2006 FitnessGram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an opportunity for students to become more physically fit by maintaining or increasing their levels of health-related fitness through exercise and physical activities.	Physical Education Teachers	8/8/2005	5/24/2006
Implement a curriculum that encourages students to value the importance of a healthy lifestyle through physical conditioning and healthful nutrition that contributes to positive self-concepts.	Physical Education Teachers	8/8/2005	5/24/2006
Emphasize maximum participation in a variety of physical activities that promote a healthy lifestyle.	Physical Education Teachers	8/8/2005	5/24/2006
Provide opportunities for students to engage in extracurricular activities through the Surf-Bal-Bay Recreation Program that includes intramural sports and jump rope, the YWCA After-school Care program, Bay Harbor Islands Tennis program, Tai-Kwon-Do Karate program, Brazilian Soccer program, and Surf-Bal-Bay PAL program.	Administrator, Physical Education Teacher, Community Program Directors	8/8/2005	5/24/2006
Provide information to parents regarding the elements of the FitnessGram Test.	Physical Education Teachers	1/2/2006	2/28/2006

Research-Based Programs

Not Applicable

Professional Development

Attend the Florida Alliance for Health, Physical Education, Recreation, and Dance Conference

Evaluation

This objective will be evaluated by the results of the 2005-2006 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.)

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra-curricular offerings.

Needs Assessment

After reviewing the results of the 2004-2005 student participation in the after-school music programs, data indicates that 260 students participated in the program. These results indicate a need for an increase from 260 students in 2004-2005 to 300 students in 2005-2006.

Measurable Objective

Given emphasis on the benefits of participating in extra-curricular music programs, the number of students in grades two through six will increase from 260 students in 2004-2005 to 300 students in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students to participate in the beginning and advanced string orchestras.	Music Teachers	8/8/2005	5/24/2006
Implement a curriculum that encompasses different cultures to enrich appreciation of world music.	Music Teachers	8/8/2005	5/24/2006
Provide a parent-teacher music forum on effective at-home rehearsal techniques.	Music Teachers	8/8/2005	5/24/2006
Showcase different musical styles, fiddling, jazz, and classical works.	Music Teachers	8/8/2005	5/24/2006
Highlight musicianship skills through participation in various performances including the Winter Concert, Spring Music Festival, and Superintendent's Honor Music Festival.	Music Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development training will include: Florida Music Education Association Conference and Florida Orchestra Association Conference.

Evaluation

This objective will be evaluated by the results of teacher-generated attendance reports indicating student participation in after-school performance classes.

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.)

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

GOAL 10 STATEMENT:

Ruth K. Broad Bay Harbor Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Ruth K. Broad Bay Harbor Elementary School ranked at the 88th percentile on the State of Florida ROI index.

Measurable Objective

Ruth K. Broad Bay Harbor Elementary School will improve its ranking on the State of Florida ROI index publication from the 88th percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations and volunteer networks.	Administration	8/8/2005	5/24/2006
Consider shared use of facilities and partnering with community agencies.	Administration	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Administration	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Ruth K. Broad Bay Harbor Elementary School will show progress toward reaching the 90th percentile.

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 recommends that the budget be allocated based on the needs of the school. All stakeholders are included in the decision-making process.

Training:

The EESAC recommends that staff development be a major focus for all teachers. Staff development will follow the District protocol plan. All District and regional workshops will be offered to all teachers.

Instructional Materials:

The EESAC recommends that all District-mandated resource materials be purchased for the school.

Technology:

The EESAC recommends that we continue utilizing the SuccessMaker computer program, along with the state-endorsed FCAT Explorer program. We will utilize the Accelerated Reader Program for students on all grade levels. Students will be assessed using the Edusoft program.

Staffing:

The EESAC recommends the use of part-time paraprofessionals to assist in the self-contained ESOL classes and inclusion classes.

Student Support Services:

The EESAC recommends the continuation of schoolwide programs that support positive personal growth for students. Character education and an anti-bullying program will continue to be implemented. Students will participate in Red Ribbon Week, Career Awareness, a community-based Sterling Bobcat program, Super Bobcat Recognition program, Bobcat Pride Recognition program, Turn-Around Student program, Youth Crimewatch program, Do The Right Thing program, Student Council Leadership program, and Intramural Spirit Week activities.

Other Matters of Resource Allocation:

The EESAC recommends that supplemental materials be purchased as needed based upon availability of funding.

Benchmarking:

The EESAC recommends the use of Edusoft data, as well as in-house testing material from the District, to assess progress on a quarterly basis.

School Safety & Discipline:

The EESAC recommends that one full-time security guard be assigned to monitor the campus on a daily basis. The District's plan for crisis management is being implemented at the school site. All staff members are implementing a schoolwide discipline plan. Parents have been advised about increased security measures via meetings and newsletters. All staff members are trained in adhering to all security measures.

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