
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0661 - Caribbean Elementary School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Peter Cabrera

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Caribbean Elementary School

Caribbean Elementary School is a STELLAR and Reading First school consisting of approximately 975 multicultural, multiethnic students in grades pre-kindergarten through five, 93% of whom participate in the free or reduced priced meal program.

The school student population consists of 45 percent African-American, 50 percent Hispanic, two percent White (Non-Hispanic), and three percent other (Asian/Indian and Multiracial). The school provides a variety of programs that include basic education, Special Education (SPED) including Inclusion classes, Teaching Enrichment Activities to Minorities (TEAM) and English as a Second Language (ESOL). In addition, we are an Extended Foreign Language (EFL) school where students in Kindergarten, grade one, grade two, and grade three receive instruction in English for 60 percent of the day and in Spanish for 40 percent of the day. We have a mobility rate of 37 percent.

As a Reading First school, we have a focused effort to enable all students to become successful early readers. We will select, implement, and provide professional development for teachers using researched based reading programs, and ensure accountability through ongoing, valid and reliable screening, diagnostic and classroom-based assessment. To ensure effective reading instruction in grades Kindergarten through three, data is collected and analyzed from required assessments. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used as the screening and progress monitoring assessment. Diagnostic Assessments of Reading (DAR) is used to specifically identify proficiencies and deficiencies in the five components of reading. Data yielded by DIBELS and DAR is used to group students according to their individual needs. Various interventions will be used to provide intensive, explicit instruction to struggling readers, these include: Early Success, Soar to Success, and Voyager.

In addition, the school has currently adopted the Houghton Mifflin Reading Program, a research based program incorporating Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency and the components of the Comprehensive K-12 Research Based Reading Program (CRRP) where students are instructed in five main areas: teacher directed instruction, guided reading, working with words, and writing. They receive remediation during their guided reading time which is at their instructional level.

The school will be utilizing the Student Teacher Support Team (ST2) process where students will be provided with interventions and assistance in areas of need, based on testing and progress monitoring. Through collaboration with teachers efficiently and effectively this process uses progress monitoring and diagnostic testing as a means to drive instruction. It provides ongoing support to students and teachers for the implementation of Reading First and CRRP. It utilizes progress monitoring in addition to diagnostic assessment to support teacher's development AIP/IEP.

After analyzing and evaluating pertinent data such as the Demographic and Academic Profiles, Stanford Achievement Test Results, Florida Comprehensive Assessment Test Results, School Report Card, FCAT Writing Assessment Test Results, the School Climate Survey Results, the School Improvement Plan from the 2004-2005 school year, and the Florida Report Card, and the Organizational Performance Improvement Snapshot Assessment; the Educational Excellence School Advisory Council (EESAC) has identified the following objectives as schoolwide priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level and a 10 percent decrease in the percent of students scoring at Level 1.

Given instruction using the Sunshine State Standards, 50 percent of the students scoring in the lowest 25 percent will make annual learning gains as evidenced by the 2006 FCAT Assessment.

Given instruction using the Sunshine State Standards, our African American students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Limited English Proficient students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Students With Disabilities in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Hispanic students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level and a 10 percent decrease in the percent of students scoring at Level 1 as evidenced by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, our African American students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Economically Disadvantaged students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Limited English Proficient(LEP) students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Students With Disabilities (SWD) in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Hispanic students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills from 84 percent in the 2005 FCAT Writing Assessment to 90 percent, an increase of six percent of students reaching the state required mastery level as evidenced by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by exceeding the school's 2004-2005 FCAT Science Assessment mean score by five points as evidenced by the 2006 FCAT Science Assessment.

Parental attendance at parent meetings will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the Title I Monthly Summary Reports.

Given the implementation of the School-Wide Discipline Plan, Caribbean Elementary will decrease the number of Student Case Management referrals by five percent as documented by the Executive Summary-By School for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades Kindergarten through Five will improve their technology skills by a rating of 2.3 as evidenced by the 2006 System for Technology Accountability and Rigor (STaR) Survey.

Given instruction in physical fitness using the FITNESSGRAM, students in grades two through five will improve their achievement by five percent, as evidenced by exceeding the 2004-2005 percent of 49.

Given instruction using the Sunshine State Standards, students enrollment and participation in extra-curricular activities such as a holiday and spring program, an Academic Excellence Program(AEP), a Science Club, and a Chess Club, will increase by five percent from data collected in August 2005 to May 2006 as evidenced by attendance logs.

Caribbean Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 35th percentile in 2003 to the 40th percentile on the next publication of the index.

After reviewing the Organizational Performance Improvement Snapshot Assessment two areas that will be targeted are Education Design and Performance Results. Each of these areas scored a 4.1 overall from the 79% of personnel that responded to the survey. To target the Education Design addressing process management, our school will enhance the method of assisting the faculty in gathering resources, and collecting and interpreting data. To enhance the information provided to our faculty in the area of Performance Results, our school will continue to provide pertinent information of high quality and excellence, financial information and continue to assist all faculty members in understanding and utilizing performance results in the area of Business.

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.

Caribbean Elementary School

VISION

All students will achieve at their proficiency level.

MISSION

We will set high expectations for our students to achieve academic excellence with support and respect from all the members of our school.

CORE VALUES

High Expectations

We encompass the highest standards for achievement in academics.

Respect

We encourage an environment that fosters unity, confidence, self-worth, and independence which shapes the relationship of our students, parents, faculty, staff, and community members.

Knowledge

We promote an environment where knowledge is the foundation of our students academic success.

Citizenship

We respect the diversity of our community by collaborating as a team to ensure the educational success of all of our students. We recognize our responsibilities to our community and increasing the school/community relationship.

School Demographics

Caribbean Elementary School is located on nine acres in South Miami-Dade County at 11990 SW 200 Street. The two story, 48 classroom building is augmented with a cafetorium, a media center, and teacher planning rooms adjacent to the classrooms. In addition, a new 13 classroom modular building has been added. The entire facility has Internet and Intranet access and a state of the art closed circuit television system. The school has a 31 station computer lab, and all classrooms in the main building are equipped with individual computer workstations.

Caribbean Elementary School is a Reading First School consisting of approximately 975 students in grades pre-kindergarten through five, 93 percent of whom participate in the free or reduced priced meal program. The school student population consists of 45 percent African-American, 50 percent Hispanic, two percent White (Non-Hispanic), and three percent other (Asian/Indian and Multiracial). The school provides a variety of programs that include basic education, Special Education (SPED) including Inclusion classes, Teaching Enrichment Activities to Minorities (TEAM) and English as a Second Language (ESOL). In addition, we are an Extended Foreign Language (EFL) school where students in Kindergarten, grade one, grade two, and grade three receive instruction in English for 60 percent of the day and in Spanish for 40 percent of the day. We have a mobility rate of 37 percent.

Caribbean Elementary has two highly qualified administrators, our Principal and one Assistant Principal. The kindergarten consists of seven teachers. The first grade consists of eight teachers. The second grade consists of seven teachers. The third grade consists of ten teachers. The fourth grade consists of seven teachers. The fifth grade consists of six teachers and are departmentalized, where three teachers teach Reading and Language Arts and three teachers teach Mathematics and Science.

Caribbean Elementary has 13 percent beginning teachers. Our school has twelve new teachers to the building. There are 62 instructional staff members at Caribbean Elementary. The ethnic make up of instructional staff at our school is as follows: 23 percent are African American, 55 percent are Hispanic, and 21 percent are White. Fifty percent of our instructional staff members hold Master's degrees. Fifty percent of our instructional staff members hold Bachelor's degrees. Eight percent of our instructional staff members are Nationally Board Certified. Caribbean Elementary currently has five paraprofessionals and three hourly teachers.

School Foundation

Leadership:

Overall, the faculty feels confident in knowing the vision and mission of the school, having a positive work environment and involving all personnel in the operations of the school. In this area, our school had an average score of 4.4.

District Strategic Planning Alignment:

In this area, our school had an average score of 4.2. The main area that needs improvement is asking for ideas. This area received a score of 4.0. The input of all faculty members will be acquired during faculty and grade level meetings.

All faculty is involved in creating the goals and objectives of the school based on data analyzed. The EESAC committee analyzes the information further to focus the goals and objectives of the school.

Stakeholder Engagement:

In this area, our school had an average score of 4.3. Overall, our faculty is aware of their most important customers. An area of improvement is that the faculty does not ask their customers for a rating of satisfaction. Faculty members will obtain rating of satisfaction information from the parent/student survey.

Faculty & Staff:

In this area, our school had an average score of 4.2. Our faculty feels that the other staff members including administration, instructional and clerical personnel at our worksite cooperate and work as a team.

Data/Information/Knowledge Management:

In this area, our school had an average score of 4.5. Our faculty scored the highest in the area of knowing how to measure the quality of their work, 4.7. Two areas that needed improvement are in getting all the important information needed to do their work and knowing how the work location is doing. These two areas received a score of 4.2.

Education Design:

In this area, our school had an average score of 4.1. Faculty and staff collect information about the quality of their work. However, an area of improvement is in ensuring that all faculty and staff have the resources needed to complete their jobs.

Performance Results:

In this area, our school had an average score of 4.1. Our faculty feels their work products meet all requirements for high quality and excellence. An area of improvement is informing all faculty and staff of the status of the schools finances.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

All teachers at Caribbean Elementary are teaching in field. All homeroom teachers are certified to teach in Reading, Mathematics, Science, and Social Studies. All Special Education teachers are certified to teach Varying Exceptionality students. All Bilingual and Special Area Teachers are certified in their field. All homeroom teachers at our school have been trained in the Houghton Mifflin Reading Program. Training is being provided on an ongoing basis throughout the year as needed, on the onset and adoption of the program. In addition, District personnel visit the school on a weekly basis providing support and guidance to all teachers.

Our school has two Reading Coaches who assist teachers with the implementation of the Houghton Mifflin Program and provide support: professional development, demonstration lessons, and testing students.

Marie Smithline, #081661, one of our Reading Coaches, has a Master's of Science degree in Elementary Education. She is also certified in Early Childhood, Elementary Education grades K-5 and in English grades 6-12. She also holds her ESOL endorsement. She has been extensively trained in the Comprehensive K-12 Research Based Reading Plan (CRP).

Michelle Carter, #210620, our Reading First Reading Coach, has a Bachelor of Art's in Developmental Psychology and Elementary Education. She is certified in Elementary Education, grades 1-6 and holds her ESOL endorsement. Additionally, she has been extensively trained in the Comprehensive K-12 Research-Based Reading Plan (CRRP). She is also currently working on completing her National Board Certification.

Linda Walker, #226378, our Mathematics Leader, has a Bachelor of Science in Elementary Education and a Master of Science in Mathematics Education. She is certified in Early Childhood Education and ESOL endorsed. She has received extensive training in various mathematic applications and strategies.

Our instructors are:

Cheryl Doyle, #119336, BA in Elementary Education, Gifted endorsement, Area of Certification K-3, ESOL endorsed, National Board Certified Teacher in Early Childhood Generalist.

Kimberly Montero, #205405, BS in Elementary Education, MS in Early Childhood Education, Specialist degree in Media, Area of Certification: Elementary Education, Primary Education, Media, ESOL endorsed and National Board Certified Teacher.

Kimberlee Edwards, #163973, BS in Elementary Education, Area of Certification: Elementary Education, Primary Education, ESOL endorsed.

Vilma Bell, #153184, BS in Elementary Education, Area of Certification: Elementary Education, Foreign Language Spanish, ESOL endorsed.

Sandra Castillo, #237583, BS in Elementary Education, MS in Spanish Language, Area of Certification: Elementary K-6, and Spanish language.

Elizabeth Cueto, #231393, BS in Elementary Education K-6. Area of Certification: Elementary K-6, Language Arts and Social Studies grades 7-9.

Yanick Molina, #183491, Specialist in Computer, MS and BS in Early Childhood Education. Area of Certification: Early Childhood, ESOL endorsed.

Marilyn Morales, #161340, BS in Elementary Education. Area of Certification, Early Childhood K-3, ESOL endorsed.

Grace Zelaya, #272592, BS in Elementary Education. Area of Certification: Elementary Education, ESOL endorsed.

Liliana Ordonez, #267890, BS in Elementary Education. Area of Certification: Elementary Education 1-6, ESOL endorsed.

Kylee Gwilliam, #249966, BS in Elementary Education. Area of Certification: Elementary Education, ESOL endorsed.

Carolyn Conwell, #275863, BS in Early Education. Area of Certification: K-3.

Maria Barbon, #170293, BS in Elementary Education, Areas of Certification: Elementary grades 1-6, ESOL endorsed.

Lucille Herndon, #076807, BS in Elementary Education, Area of certification: Elementary Education.

Yvette Perez, #177618, BS in Elementary Education, MA in Educational Leadership, Area of Certification: Elementary Education, Educational Leadership, ESOL.

Michelle Baldriche, #249736, BS in Elementary Education. Area of Certification: Elementary Education, ESOL endorsed.

Yolanda Handy, #207711, BS in Professional Administration. Area of Certification: Elementary Education.

Yudelkis Gitman, #261623, BA in Psychology, Area of Certification: Elementary K-6.

Victoria Love, #153717, BA and MS and Specialist in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Navia Gomez, #237245, BS and MS in Elementary Education, Area of Certification: Elementary Education and Reading K-12.

Maryclare Morgan, #057086, BS and MS in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Argelia Monserrat, #106938, BS in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Kealoutie Budhram, #230993, BS and MS in Elementary Education. Area of Certification: Elementary 1-6, ESOL endorsed.

Rosana Urbano, #212916, BS in Elementary Education, MS in Educational Media PK-12. Area of Certification: Early Childhood Pre-K-3, Elementary 1-6, ESOL endorsed.

Lydia Avila, #188856, BA and MS in Elementary Education. Area of Certification: Elementary 1-6, ESOL endorsed.

Maria Linder, #239730, BS in Elementary Education, MS in Urban Education. Area of Certification: Elementary 1-6, in process of becoming ESOL endorsed.

Teresa Nunez, #152485, BS in Elementary Education, Area of Certification: Elementary Education and ESOL endorsed.

Mary Powell, #179892, BS and MS in Elementary Education, Area of Certification: Elementary Education and ESOL endorsed.

Delores Gibbs, #239245, BS and MS in Elementary Education, Area of Certification, Elementary Education, ESOL endorsed.

Lenora Kole, #038177, BS, MS, and Specialist equivalent in Elementary Education, Area of certification: Elementary Education, ESOL endorsed.

Hannibal Rosa, #189621, BS in Elementary Education, Area of Certification: Elementary Education.

Sandy Mair, #222773, BS in Elementary Education, Case Manager experience, Area of certification: Elementary Education

Joan Hardy, #076109, MA in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Ericka Babilonia, #250484, BS in Elementary Education, MS in Reading Education, Area of Certification: Elementary Education, Reading K-12, ESOL endorsed.

Odalys Santana, #203192, BA in Elementary Education, MS in TESOL. Area of Certification: Elementary Education 1-6, ESOL endorsed.

Heather Springmyer, #247471, Bachelor of Arts in Liberal Studies. Area of Certification: Elementary Education.

Martiza Denis-Parlade, #198193, BA in Elementary Education, Area of certification: Elementary Education, ESOL endorsed.

Tracy Arnold, #150574, BS and MS in Elementary Education, Area of Certification: Elementary, ESE, and ESOL endorsed.

Silvia Cervera, #119489, BS in Elementary Education, Area of Certification: Early Childhood, Elementary Education, ESOL endorsed.

Laurieann Matthews, #124487, BS in Physical Education, MS in Elementary Education, Area of Certification: PE and Elementary Education.

Elizabeth Velazquez, #211147, BS in Psychology, Area of Certification: Elementary Education 1-6, ESOL endorsed.

Louis Soler, #146516, BS in Elementary Education, MS in Reading Education. Area of Certification: Elementary 1-6, ESOL endorsed.

Barbara Justice, #140169, BS in Special Education and Hearing Impaired (K-12) and Speech Pathology, BS in Elementary Education grades 2-6, Area of Certification: Hearing Impaired, Elementary Education grades 2-6.

Virginia Pardo, #160942, BS and MS in Elementary Education, Area of Certification: Elementary Education, ESOL endorsed.

Julie Fink, #198518, BS and MS in Special Education, Area of Certification: Learning Disabilities and Emotionally Handicapped,

ESOL endorsed; National Board Certified in Clinical Supervision

Barbara Cockfield-Hill, #256336, BS in Business, pending MS in ESE, Areas of Certification: Special Education.

Willetta Poole, #145717, BS in ESE, Area of Certification: Special Education K-12, ESOL endorsed.

Maria Baldacci, #237019, BS in ESE, MS in Special Education, MR, ESOL endorsed, Area of Certification: all areas of Special Education and Pre-Kindergarten.

Dawn Morales, #174398, BS and MS in Varying Exceptionalities, Areas of Certification: Mentally Handicapped.

Annette Oswald, #210174, BS in Special Education. Area of Certification: Varying Exceptionalities K-12, ESOL endorsed.

Mercedes Ehrman, #142077, BS and MS in Physical Education, MS in TESOL, Area of Certification: PE, ESOL, Spanish; National Board Certified Teacher of English as a New Language

Gail Williams: #037793, BS and MS in Elementary Education, Area of Certification: Elementary Education K-6, ESOL endorsed.

One hundred percent of our Reading instructors are certified in Reading.

Each instructor is certified in Elementary Education and provide Reading Instruction. They each have been trained in the Houghton Mifflin Reading Program.

Eight percent of our teachers are National Board Certified.

Our school will continue to provide opportunities for our faculty and staff to participate in professional development.

• Highly Qualified, Certified Administrators:

Mr. Peter H. Cabrera, has his certificate in Educational Leadership from NOVA University, a Master of Science degree in Technology Application from Barry University, and a Bachelor of Science degree in Elementary Education from NOVA University. He has also completed all the courses required to become META certified. Prior to entering education, Mr. Cabrera was in the business world where he gained experience in communication and had the opportunity to broaden his interpersonal skills enabling him to successfully deal with people of diverse backgrounds and nationalities. This training is the foundation for him in his interactions with parents, teachers, and most important, students. Mr. Cabrera then entered the education world and became an Elementary teacher for third and fourth grade at Kensington Park Elementary School. He also taught Curriculum Content in the Home Language (CCHL) and Spanish to Kindergarten students. He served as Grade Level Chairperson and was Rookie Teacher of the Year.

Mr. Cabrera was a participant in a program with the University of Miami and the National Science Foundation that was designed to study how cultural congruence would promote learning in the classroom. This project grew into the promotion of science learning in combination with literacy and proficiency in English for students from diverse languages and cultures.

Mr. Cabrera was then promoted to assistant principal for Curriculum at Carver Middle School, a High Academic Foreign Language Magnet School, where he served for five years. During his tenure at Carver Middle School, the school's grade improved from a "C" to an "A". Mr. Cabrera had many responsibilities and duties, such as, creating the master schedule, coordinating professional development, and Vertical Team planning. He then served as assistant principal at Centennial Middle School for one year, where he was in charge of the Exceptional Student Education (ESE) program. Mr. Cabrera believes that in a school setting a good teacher is the most valuable resource and as a principal he will create an atmosphere that would enable each one to attain their own objective which is the education of our students. Mr. Cabrera aims to create a working environment that is productive, demanding, and successful in an atmosphere that is pleasant and non-threatening. Mr. Cabrera's leadership style allows him to adapt to the different situations which he encounters on a daily basis. He can be decisive and firm when the situation demands it, but he believes in enabling the stakeholders to take an active role in the decision-making process.

Ms. Madelyn Sierra-Hernandez has been our school's assistant principal for the past four years. She has her certification in

Educational Leadership, her Masters Degree in Reading Education, and her Bachelor of Science degree in Elementary Education, all obtained from Florida International University. She has also completed all the courses required to become META certified. Ms. Sierra-Hernandez supervised the Direct Instruction program for three years and is now guiding the implementation of the Comprehensive K-12 Research-Based Reading Program (CRRP)utilizing the Houghton Mifflin Reading Program. In addition she has several duties that include: School Support Team Chairperson, Testing Chairperson, and maintaining District and State compliance with Sepcial Education and Limited English Proficiency Students.

Prior to that, Ms. Sierra-Hernandez was a Reading Leader for three years at Miami Heights Elementary where she provided the teachers with professional development by grade level one hour per week, provided tutoring to students in need, did demonstration lessons, and assisted in maintaining and the implementation of the Comprehensive Reading Plan (CRP). She currently continues to assist in selecting materials appropriate to the students at the school to increase their academic achievement based on their needs. Duties and responsibilities Ms. Sierra-Hernandez has held are EESAC Chairperson, Language Arts/Reading Chairperson, Grade Level Chairperson, Title I Liaison, Volunteer Coordinator, and PTA Board Member at Miami Heights Elementary. She was a classroom teacher for five years before becoming a Reading Leader and taught grades one, two, three, and five.

• Teacher Mentoring:

At Caribbean Elementary, beginning teachers are paired with a colleague teacher at their grade level and provided a Professional Growth Team (PGT). As a team, they create long and short range goals and lesson plans that will be implemented in the classroom. The colleague teachers provide support and assist the beginning teachers with other areas of concern or inquiry.

Teachers who are Annual Contract, Professional Service Contract or Continuing Contract and require or request mentoring will be provided a Professional Growth Team (PGT) to provide support and assist with areas of need.

In addition, professional development, demonstration lessons and additional support will be provided to all homeroom teachers by the Reading Coaches, and Mathematics Leader on a weekly basis.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) assisted in the preparation of the School Improvement Plan relative to the following areas: Budget, Training, Instructional Materials, Technology, Staffing, Student Support Services, and Benchmarking. The EESAC meets on a regular basis to address concerns of the school.

• Extended Learning Opportunities

Throughout the year, our school will be providing before/after school tutorial for targeted students. The tutorial session will occur four times a week, targeting students who scored a Level 1 in Reading and Mathematics according to the 2005 Spring FCAT Assessment.

In addition, students will be targeted based on available data into various groups: retained third grade students, students scoring a Level 1 in Reading and Mathematics, and students who were in need of supplemental instruction. Third Grade Retainees are provided with half an hour tutoring on a daily basis utilizing the Voyager Passport Research Based Program. Students who scored a Level 1 on the FCAT Reading Assessment in grades three and four are provided with tutorial instruction during their special area time (suspended curriculum) for two one hour sessions weekly.

• School Wide Improvement Model

Caribbean Elementary school will incorporate the Plan, Do, Study, Act (PDSA) Cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan-for changes to bring about improvement, Do-changes on a small scale first to try them, Study-to see if changes are working, and Act to get the greatest benefit from changes.

As a Reading First school, we have a focused effort to enable all students to become successful early readers. We will select, implement, and provide professional development for teachers using researched based reading programs, and ensure accountability through ongoing, valid and reliable screening, diagnostic and classroom-based assessment. To ensure effective reading instruction in grades K-3, data is collected and analyzed from required assessments. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used as the screening and progress monitoring assessment. Diagnostic Assessments of Reading (DAR) is used to specifically identify proficiencies and deficiencies in the five components of reading. Data yielded by DIBELS and DAR is used to group students according to their individual needs. Various interventions will be used to provide intensive, explicit instruction to struggling readers, these include: Early Success, Soar to Success, and Voyager.

Our school utilizes the Houghton Mifflin Reading Program. This program implements the Comprehensive K-12 Research Based Reading Plan where students receive teacher directed instruction, guided instruction based on their reading level, writing instruction, and instruction on working with words. In their guided reading groups, the students are then placed in a smaller reading group and provided forty-five minutes daily of intense reading at their instructional level.

The school provides basic education, Special Education (SPED), and English as a Second Language (ESOL). We also have the Extended Foreign Language program currently in grades K-3.

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 57 percent of the students did not make learning gains and 63 percent of students did not achieve high standards in reading. The scores reflect a one percentage point decrease in students achieving high standards in reading.

An analysis of data across grade level indicates that 70 percent of African American scored below the state required mastery level on the 2005 FCAT Reading Assessment. Sixty four percent of our Economically Disadvantaged students scored below the state required mastery level on the 2005 FCAT Reading Assessment. Sixty eight percent of our Limited English Proficient (LEP) students scored below the state required mastery level on the 2005 FCAT Reading Assessment. Eighty six percent of Students With Disabilities (SWD) scored below the state required mastery level on the 2005 FCAT Reading Assessment. Sixty six percent of third grade students tested did not meet the state required mastery level in reading. Fifty five percent of fourth grade students tested did not meet the state required mastery level in reading. Seventy percent of fifth grade students tested did not meet the state required mastery level in reading. After examining data across grade levels it is evident that the third and fourth grade students will need to improve student skills in the Words/Phrases cluster. Fifty five percent of fourth grade students tested did not meet the state required mastery level in reading. Seventy percent of fifth grade students tested did not meet the state required mastery level in reading. The Words/Phrases and Reference and Research content cluster is indicated as the areas of greatest need in grade five. This years instructional effort in these areas should result in increased student achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level and a 10 percent decrease in the percent of students scoring at Level 1.

Given instruction using the Sunshine State Standards, 50 percent of the students scoring in the lowest 25 percent will make annual learning gains as evidenced by the 2006 FCAT Assessment.

Given instruction using the Sunshine State Standards, our African American students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Limited English Proficient students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Students With Disabilities in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction using the Sunshine State Standards, our Hispanic students in grades three through five will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Student Teacher Support Team (ST2) process to assess students and provide remediation.	Principal, Assistant Principal, Psychologist, Teachers	8/15/2005	4/28/2006
Attend District-Level staff development workshops regarding reading strategies and instructional techniques and disseminate information to faculty and staff.	Principal, Assistant Principal, Reading Coaches	8/8/2005	5/24/2006
Assist teachers in interpreting and analyzing the 2005 FCAT Assessment data to identify strengths and weaknesses in student performance.	Principal, Assistant Principal, Psychologist, Reading Coaches	8/8/2005	5/24/2006
Analyze and interpret DIBELS results to assist homeroom teachers in identifying guided reading	Principal, Assistant Principal, Reading Coaches, Teachers	9/26/2005	5/19/2006

groups and guiding instruction.			
Identify Level 1 students in grades three, four, and five who did not demonstrate acceptable learning gains and provide small group tutoring afterschool twice a week.	Principal, Assistant Principal, Reading Coaches	8/29/2005	2/21/2006
Identify students in grades three through five scoring in the lowest 25th percentile on the 2005 FCAT Assessment and provide after school tutoring twice a week.	Principal, Assistant Principal, Reading Coaches	8/22/2005	2/17/2006
Model reading lessons and conduct professional development workshops on a bi-weekly basis incorporating CRRP strategies for teachers and staff members.	Principal, Assistant Principal, Reading Coaches	8/15/2005	5/19/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional Development Activities will be provided for Reading teachers in Kindergarten through Grade Five in the following:

School wide bi-weekly Reading/Language Arts Professional Development

CRISS (First Semester),

BEST Practices (First Semester),

Riverdeep (September),

Accelerated Reader (AR) (November),

Assess 2 Learn (October),

FCAT Explorer (First Semester),

Reciprocal Teaching (November)

Student Teacher Support Team (ST2) (September-October)

Evaluation

These objectives will be evaluated by the results of the 2006 FCAT. Students receiving tutorial programs will be evaluated by comparing the results of the 2004-2005 FCAT Assessment to the 2005-2006 FCAT Assessment. Other evaluations to be used throughout the year will be DIBELS quarterly assessment and classroom based assessments.

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 61 percent of the students did not make learning gains and 69 percent of students did not achieve high standards in mathematics. The scores reflect a one percentage point decrease in students achieving high standards in mathematics.

An analysis of data across grade level indicates that 78 percent of African American scored below the state required mastery level on the 2005 FCAT Mathematics Assessment. Sixty eight percent of our Economically Disadvantaged students scored below the state required mastery level on the 2005 FCAT Mathematics Assessment. Sixty two percent of our Limited English Proficient (LEP) students scored below the state required mastery level on the 2005 FCAT Mathematics Assessment. Eighty eight percent of Students With Disabilities (SWD) scored below the state required mastery level on the 2005 FCAT Mathematics Assessment. Sixty two percent of LEP students scored below the state required mastery level on the 2005 FCAT Mathematics Assessment. Sixty percent of our Hispanic students scored below the state required mastery level on the 2005 FCAT Mathematics Assessment.

Sixty percent of third grade students tested did not meet the state required mastery level in mathematics. Sixty seven percent of fourth grade students tested did not meet the state required mastery level in mathematics. Eighty nine percent of fifth grade students tested did not meet the state required mastery level in mathematics.

After examining data across grade levels it is evident that the third and fifth grade students will need to improve student skills in the Number Sense cluster. After examining data across grade levels it is evident that the fourth

grade students will need to improve student skills in the Data Analysis cluster. This years instructional effort in these areas should result in increased student achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades three through five will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level and a 10 percent decrease in the percent of students scoring at Level 1 as evidenced by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, our African American students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 adminsitration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Economically Disadvantaged students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 adminsitration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Limited English Proficient(LEP) students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 adminsitration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Students With Disabilities (SWD) in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 adminsitration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, our Hispanic students in grades three through five will improve their mathematic skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 adminsitration of the FCAT mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Coordinate in-house, Regional Center, and District Personnel to provide professional development activities and resources for faculty and staff through mentoring, modeling of lessons, and training on instructional strategies in mathematics, assessment, analysis of data, and differentiated instruction for all students.	Principal, Assistant Principal, Mathematics Leader	8/8/2005	5/24/2006
Examine mathematic bi-weekly assessments to identify strenghts and weaknesses and develop a remediation plan to provide small group instruction.	Principal, Assistant Principal, Mathematics Leader, Grade Level Chairperson	8/8/2005	5/24/2006
Provide staff development in technology based programs: Riverdeep and FCAT Explorer to reinforce and enhance mathematic skills.	Principal, Assistant Principal, Mathematics Leader	8/8/2005	5/24/2006

Model mathematics lessons and conduct professional development workshops on a bi-weekly basis incorporating strategies from Scott-Foresman to teachers and staff members.	Principal, Assistant Principal, Mathematics Leader	8/15/2005	5/24/2006
Identify students in grades three, four, and five, who scored a Level 1 on the 2005 FCAT Assessment and provide afterschool tutoring twice a week.	Principal, Assistant Principal, Mathematics Leader	8/29/2005	2/17/2006
Identify students in grade five scoring in the lowest 25th percentile in math and provide small group tutoring during school twice a week.	Principal, Assistant Principal, Mathematics Leader	8/29/2005	2/17/2006

Research-Based Programs

Scott-Foresman Mathematics Series

Riverdeep

Professional Development

We will provide our Mathematics teachers with the following Professional Development Activities: SMILE (First Semester), Riverdeep (September), FCAT Explorer (First Semester), Assess 2 Learn (October), Scott Foresman Training follow up training(October).

In addition , all homeroom teachers receive bi-weekly professional development from the Mathematics Leader on target areas, such as, Data Analysis and Probability, Measurement, Algebraic Thinking, Number Sense, Geometry, and Utilizing Manipulatives to increase student achievement.

Evaluation

These objectives will be evaluated by the results of the 2006 FCAT. Students receiving tutorial programs will be evaluated by comparing the results of the 2004-2005 FCAT Assessment to the 2005-2006 FCAT Assessment. Other evaluations to be used throughout the year will be monthly assessments from the Scott-Foresman series and Problem of the Day.

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 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 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Scores on the 2005 FCAT Writing Assessment indicate that 84 percent of students in grade four scored a 3.5 or higher. Therefore, we need to improve the percent of students in grade four scoring at or above the state mastery level on the 2006 FCAT Writing Assessment by six percent.

Scores on the 2005 FCAT Narrative Writing Test indicate that 69 percent of students in grade four scored 3.5 or higher. Therefore, we need to improve the percent of students in grade four scoring at or above the state required mastery level on the Narrative Writing Test by five percent.

Scores on the 2005 FCAT Expository Writing Test indicate that 54 percent of students in grade four scored 3.5 or higher. Therefore, we need to increase the percent of students in grade four scoring at or above the state required mastery level on the Expository Writing Test by five percent.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills from 84 percent in the 2005 FCAT Writing Assessment to 90 percent, an increase of six percent of students reaching the state required mastery level as evidenced by scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train and assist teachers in holistic scoring procedures.	Principal, Assistant Principal, Reading Coaches	8/8/2005	5/24/2006
Administer, Revise, and Re-score bi-weekly writing prompts in narrative and expository to target instructional areas of need and provide remediation.	Principal, Assistant Principal, Reading Coaches, Teachers	10/10/2005	5/12/2006
Model writing lessons and conduct professional development workshops for teachers and staff members.	Principal, Assistant Principal, Reading Coaches	8/8/2005	5/24/2006
Utilize SANRON Teach Me Writing program to increase, Focus, Organization, and Elaboration.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Select, prepare, and organize materials for the implementation of the writing plan on a monthly basis.	Principal, Assistant Principal, Reading Coaches	8/8/2005	5/24/2006
Utilize results from the district developed monthly writing prompts to guide instruction in expository and narrative writing to increase writing achievement.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Utilize district writing pre/post tests as instructional tools.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Conduct monthly grade level meetings to analyze student work from grades Kindergarten through five utilizing the scoring rubric to target areas of improvement.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006
Utilize graphic organizers to help students in grades Kindergarten through five organize their thoughts and write clear and specific responses to the monthly writing prompt.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006

Research-Based Programs

Writing component of the Houghton Mifflin Series

Professional Development

Writing Teachers will be provided with the following Professional Development Activities: Holistic scoring training, SANRON Teach Me Writing training

Evaluation

Students progress will be monitored using the following assessments: District Pre and Post writing assessments, School wide Monthly Writing Prompts, FCAT Writing Assessment, Spring 2006.

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

GOAL 4 STATEMENT:

All students will be able to apply the scientific method.

Needs Assessment

The results of the 2005 FCAT Science Test reflected a mean scale score of 235 for students in grade five. Therefore, the students in grade five need to improve the school's mean average by at least five percentage points on the 2006 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by exceeding the school's 2004-2005 FCAT Science Assessment mean score by five points as evidenced by the 2006 FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop grade level long range plans that include the identification of skills to be taught and resources to be used to ensure that all Sunshine State Standards being tested are assessed prior to the end of February 2006.	Assistant Principal, Science Liaison, Teachers	8/8/2005	5/24/2006
Emphasize the ongoing cross curricular utilization of the scientific method as a problem solving tool applicable to all grade levels and culminating with a school wide Science Fair.	Principal, Assistant Principal, Science Liaison	8/8/2005	5/24/2006
Utilize hands on activities that integrate the mathematics and science Sunshine State Standards in order to ensure efficient time management while maximizing the delivery of content.	Principal, Assistant Principal, Science Liaison, Teachers	8/8/2005	5/24/2006
Conduct training on how to integrate science themed books to address Reference and Research and Scientific Thinking strands.	Principal, Assistant Principal, Science Liaison	8/8/2005	5/24/2006
Implement a school-wide Math and Science Night.	Principal, Assistant Principal, Science Liaison, Mathematics Leader	8/8/2005	5/24/2006
Utilize state-adopted materials to develop a long-range science scope and sequence aligned to Florida Sunshine State Standards/CBC, to provide consistency and purpose within the delivery of content.	Principal, Assistant Principal, Teachers	8/8/2005	5/24/2006

Research-Based Programs

McMillan-McGraw Hill Science series

Professional Development

Science teachers will be provided with the following Professional Development Activities: Riverdeep, SMILE

Evaluation

Students progress will be monitored using the following assessments: School site generated Pre and Progress assessment, and the 2006 FCAT Science Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Due to an average of 10 percent of parent contact on a monthly basis and an average of four percent of parent participation in school activities in the 2004-2005 school year, there exists a need to improve parental involvement in the 2006 school year by five percent.

Measurable Objective

Parental attendance at parent meetings will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the Title I Monthly Summary Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide workshops for parents targeting Reading strategies to utilize at home to support and increase Reading achievement for students.	Principal, Assistant Principal, Reading Coaches	10/19/2005	10/19/2005
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits.	Principal, Assistant Principal, Teachers, Media Specialist, Counselor	2/8/2006	2/8/2006
Hold monthly meetings with the Principal.	Principal, Assistant Principal	9/8/2005	5/17/2006
Present Math and Science Family Night twice a year, to provide parents with strategies that can be used at home to improve student achievement.	Principal, Assistant Principal	8/8/2005	4/26/2006
Provide monthly parent meetings to inform parents of the available resources in the school for their use.	Principal, Assistant Principal, Media Specialist, Counselor	8/8/2005	5/24/2006
Promote the Parent Academy by sending flyers home on Tuesdays, conducting meetings on a monthly basis, and providing parents with a parent resource center on a daily basis.	Principal, Assistant Principal, Community Involvement Specialist, Counselor	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

The following workshops will be provided to parents: District Advisory Council Presentations, Reading Strategies at Home, Mathematics Strategies at Home, Science Strategies at Home, Summer Home Reading and Mathematics Packet, Holiday Reading and Mathematics Packet

Evaluation

Parental participation and involvement will be documented and evaluated with Sign-In sheets for all meetings and workshops, the School Climate Survey, and the Title I Monthly Summary Report .

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

GOAL 6 STATEMENT:

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

Needs Assessment

Based on a 25 percent increase of Student Case Management referrals at Caribbean Elementary there is a need to decrease this number by five percent in the 2005-2006 school year.

Measurable Objective

Given the implementation of the School-Wide Discipline Plan, Caribbean Elementary will decrease the number of Student Case Management referrals by five percent as documented by the Executive Summary-By School for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategies to instructional personnel to assist students with conflict resolution and anger management.	Principal, Assistant Principal, Counselor	8/8/2005	5/24/2006
Maintain communication with parents by having parent-teacher conferences.	Principal, Assistant Principal, Instructional Personnel	8/8/2005	5/24/2006
Conduct monthly meetings with the Principal to provide parents with strategies to assist their children in following the School-Wide Discipline Plan.	Principal, Assistant Principal, Counselor	8/8/2005	5/24/2006
Implement School-Wide Discipline Plan on a daily basis.	Principal, Assistant Principal, Counselor, Instructional Personnel	8/8/2005	5/24/2006

Research-Based Programs

Lee-Canter's Assertive Discipline

Professional Development

Provide professional development for instructional personnel on classroom management and strategies to decrease student case management referrals.

Evaluation

The 2005-2006 Executive Summary-by school will depict a decrease of five percent of student case management referrals. The Executive Summary-by school for suspensions will be reviewed on a quarterly basis.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

The 2004 System for Technology Accountability and Rigor (STaR) Survey in the category of Instructional Technology Support depicts our rating as 1.1 points a difference of 1.2 points from the state target. Technology is part of the global community. There is a need to prepare our students for their future in this community by achieving the state target on the STaR report of 2.3 points.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades Kindergarten through Five will improve their technology skills by a rating of 2.3 as evidenced by the 2006 System for Technology Accountability and Rigor (STaR) Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Meet bi-weekly with Grade Level Chairpersons/Departments to ensure infusion of technology in classrooms.	Principal, Assistant Principal	8/15/2005	5/24/2006
Conduct a Technology Night where information regarding on-line programs such as Riverdeep and FCAT Explorer, will be disseminated to the parents in order for them to assist their children with the programs.	Principal, Assistant Principal, Mathematics Leader	11/16/2005	11/16/2005
Assist teachers in implementation of various programs: Easy Grade Pro 3.5, Riverdeep, FCAT Explorer, Academic Improvement Plans (AIP's), and Internet applications.	Principal, Assistant Principal, Micro-Systems Technician	8/8/2005	5/24/2006
Provide professional development to all homeroom teachers on the Riverdeep program, on a nine-week basis.	Principal, Assistant Principal, Mathematics Leader, Reading Coaches	8/22/2005	9/30/2005
Provide professional development in the usage of various technology based programs such as Riverdeep, FCAT Explorer, and Accelerated Reader on a nine-week basis.	Principal, Assistant Principal, Microsystems Technician, Reading Coaches, Mathematics Leader	8/8/2005	5/24/2006
Provide instructional technology support to all faculty and staff on a nine-week basis.	Principal, Assistant Principal, Microsystems Technician	8/8/2005	5/24/2006
Provide demonstration lessons to students in grades Kindergarten through Five in utilizing the Riverdeep Program to enhance technology skills twice a year.	Principal, Assistant Principal, Mathematics Leader, Reading Coaches	8/22/2005	10/28/2005

Research-Based Programs

N/A

Professional Development

Instructional staff will receive professional development in infusion of technology by the Microsystems Technician in the following areas: Gradebook, Riverdeep, FCAT Explorer, Academic Improvement Plans, and Internet Applications.

Evaluation

Participation will be evaluated utilizing the results of the STaR School Report based on student and teacher usage of technology based programs such as: Riverdeep, FCAT Explorer, Accelerated Reader, and Easy Grade Pro 3.5.

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 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 8 STATEMENT:

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

Needs Assessment

Due to 51 percent of students not receiving a FITNESSGRAM award in the 2004-2005 school year, there exists a need to improve the number of awards by five percent in the 2006 school year.

Measurable Objective

Given instruction in physical fitness using the FITNESSGRAM, students in grades two through five will improve their achievement by five percent, as evidenced by exceeding the 2004-2005 percent of 49.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Demonstrate curl-ups and trunk lifts to improve muscular strength.	Principal, Assistant Principal, Physical Education Teachers	8/8/2005	5/24/2006
Demonstrate push-up, modified pull-up, and flexed arm hang to improve endurance.	Principal, Assistant Principal, Physical Education Teachers	8/8/2005	5/24/2006
Demonstrate back-saver, sit-and-reach, and shoulder stretch to improve flexibility.	Principal, Assistant Principal, Physical Education Teacher	8/8/2005	5/24/2006
Provide healthy well-balanced meals on a daily basis.	Principal, Assistant Principal, Food Service Manager	8/8/2005	5/24/2006
Participate in daily aerobic activities.	Principal, Assistant Principal, Physical Education Teachers	8/8/2005	5/24/2006
Assign students to walk/run daily developing their cardio-fitness.	Principal, Assistant Principal, Physical Education	8/8/2005	5/24/2006

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education teachers will attend professional development sessions provided by the District (as needed).

Evaluation

Weekly, monthly, and quarterly assessments will monitor student progress and redirect learning activities on an on-going basis. Achievement of the objective will be considered when students demonstrate acceptable fitness levels, as evidenced by 54 percent of students attaining a FITNESSGRAM Physical Fitness Award for 2005-2006 school year.

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through the implementation of extra-curricular activities.

Needs Assessment

Due to student involvement in the rigorous academic programs at Caribbean Elementary to enhance student achievement our students have few opportunities to participate in extra-curricular activities. There is a need to establish base-line data of student enrollment and participation in extra-curricular programs at our school. The students at our school site need to increase their cultural awareness of the arts and music and explore their talents in these areas. Therefore, a holiday and spring program, an Academic Excellence Program (AEP), a Science Club, and a Chess Club will be implemented for students.

Measurable Objective

Given instruction using the Sunshine State Standards, students enrollment and participation in extra-curricular activities such as a holiday and spring program, an Academic Excellence Program(AEP), a Science Club, and a Chess Club, will increase by five percent from data collected in August 2005 to May 2006 as evidenced by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create attendance logs to monitor student participation in extra-curricular clubs.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	8/8/2005	5/24/2006
Collaborate with homeroom teachers to integrate themes used in the classroom to those used in extra-curricular activities.	Principal, Assistant Principal, Grade Level Chairpersons, Teachers	8/8/2005	5/24/2006
Establish guidelines to serve as requirements for entering and remaining in extra-curricular clubs.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	8/8/2005	5/24/2006
Conduct a student survey in order to recruit members for extra-curricular activities.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	8/8/2005	5/24/2006
Purchase materials needed to facilitate successful implementation of extra-curricular activities.	Principal, Assistant Principal, Teachers of Extra-Curricular Activities	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Teachers of extra-curricular activities will attend District professional development sessions that will enhance the instruction of their program.

Evaluation

This objective will be evaluated using the data obtained from the attendance logs.

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

GOAL 10 STATEMENT:

Caribbean Elementary School will rank at or above the 40th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicates that in 2003, Caribbean Elementary School ranked at the 35th percentile on the State of Florida ROI index. There is a need to increase our ROI index by five percent.

Measurable Objective

Caribbean Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 35th percentile in 2003 to the 40th 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.	Principal, Assistant Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Evaluation

On the 2004 State of Florida ROI index publication, Caribbean Elementary School will show progress toward reaching the 40th 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 recommended to utilize funding to provide additional instruction to students: before or after school tutoring.

Training:

The EESAC recommended training be provided to teachers and parents on various curriculum areas of need.

Instructional Materials:

The EESAC recommended appropriate curriculum materials be purchased and available for homeroom teachers in all subject areas.

Technology:

The EESAC recommended the enhancement of programs such as FCAT Explorer and Riverdeep at the school site. In addition, they recommend each teacher have a overhead projector in their classroom and a lap-top computer.

Staffing:

The EESAC recommended lowering class size to target student needs more critically and hiring hourly teachers to assist in the implementation of the Reading Program.

Student Support Services:

The EESAC recommended the counselor work more closely with the School Psychologists, the Reading Coaches, Grade Level Chairpersons and Homeroom teachers to assist and target students working below grade level that need an Academic Improvement Plan or Alternative Strategies.

Other Matters of Resource Allocation:

Benchmarking:

The EESAC recommended to implement and follow the PDSA model to increase student achievement at the school.

School Safety & Discipline:

The EESAC recommended to continue to implement the School-Wide Discipline Plan to reduce violations of the Student Code of Conduct and to reduce incidents of violence.

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