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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 0761 - Fienberg/Fisher Elementary School

*FeederPattern:* Miami Beach Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Olga Figueras

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Fienberg/Fisher Elementary School*

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Fienberg-Fisher Elementary and Adult Community Center is a full service, federally funded school that embraces the Comer Child Development Program. The student population of the elementary school is 81% Hispanic, 10% Non-Hispanic White, 6% Black and 3% other ethnic groups. 85.7% of the students are eligible for free or reduced price lunch. From 7:30 a.m., when the Raindrop Day Care Center opens, until 10:00 p.m., when the adult school closes, students of all ages are engaged in meaningful educational experiences.

Given instruction based on Sunshine State standards all students in grades three through six will improve their reading skills as evidenced by 75% of the students scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their Math skills as evidenced by 67% of the students scoring level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students will improve their mathematics skills as evidenced by 50% of the student scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing scores as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, LEP students in grade four will increase their writing scores by 1% to 79% as evidenced by the results of the 2006 administration of the FCAT Writing Test.

Given instruction based on Sunshine State standards all students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 286 as documented by the FCAT Science Test.

Given the need to strengthen the academic achievement of students, parents will improve their attendance to workshops and presentations as evidenced by a 3% percentage point increase, from 15% to 18%, in parent participation/attendance as recorded in the parental logs when comparing the 2004 - 2005 with the 2005 -2006 logs.

Given the implementation of a consistent schoolwide discipline program, the students of Fienberg-Fisher Elementary will demonstrate an increase in positive behaviors as evidenced by 10% decline in the number of outdoor suspensions from 48 suspensions in 2004-2005 to 43 suspensions in the 2005-2006 school year.

Fienberg-Fisher Elementary will increase student technology use to advanced stage 3 levels as evidenced by the 2005-2006 Florida STAR Survey.

Given instruction based on the Sunshine State Standards, Fienberg-Fisher Elementary students from K – 6 will improve their overall physical fitness as evidenced by a 3% increase in the Fitness Gram, from 88% to 91%.

Given instruction based on the Sunshine State Standards, the students in the second through sixth grades will acquire an appreciation of the arts as evidenced by 95% of the students scoring at 60% or higher on the Sunshine State Visual Arts Standards teacher criteria and rubric of finished arts products.

Given instruction based on the Sunshine State Standards, the students in third through sixth grades will acquire an improved appreciation and understanding of music as evidenced by 25% of the students scoring at 60% or higher on the teacher-generated music final assessment.

Fienberg-Fisher Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 9th percentile in 2003 to the 14th percentile on the next publication of the index.

An analysis of the Organizational Performance Improvement Survey provides relevant data that has helped the leadership team make a decision concerning specific needs within the faculty and staff. When looking at the Education Design and District Strategic Plan, the need for working with the staff to collect information about the quality of their work and information indicating if progress is being made towards the school's overall plan were selected as areas that the leadership team could effectively improve. In an effort to provide the staff with the information they need, the leadership team will include representatives from the office, security, custodial, cafeteria and paraprofessional staff in the Safety and Discipline Sub-Committees of EESAC. This will provide them a forum in which to address the needs of their stakeholders and will offer them feedback about the quality and progress of their work. The faculty will continue to be represented at these committees in addition to the curriculum committees year-round.

## 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.

## Fienberg/Fisher Elementary School

### VISION

At Fienberg-Fisher Elementary we envision a safe, nurturing, healthy and sensitive atmosphere where students can learn and grow to become productive citizens in our multicultural society in South Florida. At our beautiful and unique historically preserved campus, surrounded by native vegetation, teachers, parents and staff work cooperatively with community in a collaborative mode to address the needs of each student and assist them in reaching the challenging goals addressed in our thoroughly designed curriculum. Concerned and supportive parents, working together with qualified staff members and strong school and community leaders continuously strive to improve students' skills and instill in them a positive, accepting and no-fault attitude, ensuring that "no child is left behind". The adult education program prepares students for the world of work and society in a multicultural, diverse world through its vocational and workforce development classes. Family literacy is emphasized to all the families of Fienberg Fisher Elementary.

### MISSION

The mission of Fienberg-Fisher Elementary is to develop independent, lifelong academically successful, healthy learners by working in partnership with our families and community.

## CORE VALUES

The entire staff recognizes the importance of a strong school/family/community partnership to achieve its mission. The school's vision is to have a nurturing, safe, intellectual, and sensitive atmosphere and environment so that all become educated and globally aware of their surroundings. Fienberg-Fisher follows Dr. James Comer's philosophy, "It takes a whole village to raise a child." If you have never visited our school, you have missed a wonderful experience. Those who enroll as part of our student body or staff and may be apprehensive of a new beginning are truly amazed at how welcoming, nurturing and caring we are at Fienberg-Fisher. A person joining our school will be made to feel great because of the kindness of everyone's heart and the accepting nature and disposition of our school. It is our philosophy that all students can learn and we truly set out to achieve that goal; additionally we believe that as members of our village everyone has a voice in shared decision making no matter who you are or when you arrived. Our base line purpose is that every student, adult or child, will exercise his/her right to learn and we all work together to make that a reality. The educational program recognizes cultural diversity through its instruction regarding Black History Month, Women's History Month, Jewish History Month, and Hispanic History Month. Several events are held throughout the year to reinforce respect and understanding of all cultures and the achievements of others.

## *School Demographics*

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Fienberg-Fisher Elementary is an urban, full service, federally funded school that embraces the Comer Child Development Program. The student population is 81% Hispanic, 10% Non-Hispanic White, 6% Black and 3% other ethnic groups. 85.7% of the students are eligible for free or reduced price lunch. From 6:30 a.m., when the Raindrop Day Care Center opens, until 10:00 p.m., when the adult school closes, students of all ages are engaged in meaningful educational experiences. Our Exceptional Student Population constitutes 31.3% of the enrollment. We are a large center, meeting the needs of students in all exceptionalities from profoundly mentally handicapped to gifted. Our large Limited English Proficiency population constitutes 34.8% of the enrollment. The average daily attendance for the school year 2004-2005 was 95.6% with a 33% mobility rate. Our students exceed the expected level of achievement. We credit this not only to the commitment of our village, whose major goal is to help our students, but also to the flexible, well-planned and accommodating schedule we create for individual students. We receive children at all levels, diagnose their needs, place them on a flexible learning track and we teach them according to their needs resulting in students achieving at the maximum levels of their intellectual potential.

Fienberg-Fisher Elementary is a Title I funded school which utilizes allocated funds to provide supplemental support to classroom instruction. A large percentage of our exceptional students are participating in inclusion. Following one of the three inclusion models, co-teaching, in class support and support facilitation, the teachers of exceptional students provide support to qualifying students in the basic program homeroom environment. Advanced students have the opportunity to participate in classes for the gifted and talented during the school day and the Academic Excellence Program after school.

As a Comer school, our students and staff are trained to practice the guiding principles of Dr. James Comer: Collaboration, Consensus, and No Fault and the philosophy "It takes a whole village to raise a child." If you have never visited our school, you have missed a wonderful experience. Those who enroll as part of our student body or staff and who may be apprehensive of a new beginning are truly amazed at how welcoming, nurturing and caring we are at Fienberg-Fisher. A person joining our school will be made to feel great because of the kindness of everyone's heart and the accepting nature and disposition of our school. It is our philosophy that all students can learn and we truly set out to achieve that goal; additionally, we believe that as members of our village everyone has a voice in shared decision making no matter who you are or when you arrived. Our base line purpose is that every student, adult or child, will exercise his/her right to learn by working together, to make it a reality. The educational program recognizes cultural diversity through its instruction of Black History, Women's History, Jewish History and Hispanic Heritage. Several events are held throughout the year to reinforce respect and understand the cultures and achievements of others.

Because Fienberg-Fisher Elementary School is a full service school, our students benefit from having a full time nurse practitioner and nurse's aid available at our campus through the Children of the World Health Clinic sponsored by Jackson Health Center. They provide comprehensive health services free of charge. Furthermore, with our long term relationship with the Bruce Heiken Memorial Fund, vision exams and glasses are provided free to those students with vision problems. Our own incorporated RAIN (Referral and Information Network) program provides housing, food, and medicine vouchers, as well as bus tokens, clothes and full-time support for our students' families. The Raindrop Day-Care Center provides care for children from birth to three years of age. Fienberg-Fisher is a true model of a full service school. Parents can drop their infants at the day-care center, elementary school-aged children in the elementary school, then proceed themselves to the Adult Center for English or Technology classes. Additionally, our school benefits from a full time MSW (Social Worker) who provides counseling services and coordinates therapy groups through various local agencies especially to provide mental health services. Fienberg-Fisher Elementary School also profits from a full-time Community Involvement Specialist who works closely with the parents and staff.

Fienberg-Fisher is comprised of 1 Principal, 2 Assistant Principals, 1 Reading Leader, 1 SPED Program Specialist, 1 SPED Behavior Management Specialist, 37 classroom teachers, and 27 Special Education teachers, 1 Guidance Counselor, 1 Media Specialist, 1 Social Worker, 1 Microsystems Technician, 1 Community Involvement Specialist, 7 paraprofessionals, 6

clerical/secretaries, and 12 custodian/service workers totaling 96 full-time employees with an additional 9 part-time personnel. 37% of the full time teachers have a Masters Degree while another 9% have a Specialist Degree. Out of the full time staff, 23% are White Non-Hispanic, 20% are Black, 55% are Hispanic, and 2% is another ethnic group. Furthermore, 22% are male and 78% are female. On the Fienberg-Fisher staff, 29 teachers are members of United Teachers of Dade. The regular program pupil/teacher ratio is 15 to 1 and the teachers have an average of 9 years teaching experience in Florida. The percent of new teachers at Fienberg-Fisher is 25.8 and the average salary for instructional staff is \$40,971.64. Additionally, at this time, there are no staff members with ADA restrictions; moreover, we are up to code and in compliance with elevators and ramps located in the buildings.

Our campus occupies 7.1 acres in the middle of the South Beach Art Deco District, in Miami Beach, Florida. We extend over four city blocks displaying two magnificent, historically preserved multilevel buildings and a single level gymnasium painted in Art Deco colors. A uniquely landscaped "Children of the World Park", separates the primary and intermediate/Adult buildings. The buildings and grounds are extraordinarily well maintained by students, staff and custodians. Everyone is very proud of our school and we all work together at keeping it beautiful at all times. In this low socio-economic school, the world comes to the students to provide resources, which are normally expected at higher income level schools. This school operates at 94% capacity. Under the QZAB (Quality Zone Academies Bond) the school was awarded a grant of \$370,000.00 in 2003-2004 which was completed and operational in 2004-2005. This grant allowed the school to create a multi-media production, math, science, and technology lab. Classworks and Scantron were installed, Compass was installed for the bilingual program and our CEI lab was enlarged. Through loans and grants, we have been able to equip each classroom with five computers and a printer. A Full Service double trailer located in the south west corner of our grounds houses the Children of the World Health Clinic, the Raindrop Daycare Center and the offices for all the other agencies which provide services to our students and staff. Covered walkways connect all buildings and protect us from inclement weather.

The key to our success at Fienberg-Fisher Elementary is our commitment to educate all students. There are many challenges faced in student learning. Over 80% of our students are bilingual. Often they come with diagnosed disabilities. Additionally, due to their low socio-economic status, there is a high mobility rate but these are not excuses we use. Our expectation is that all students can and will learn, regardless of challenges. Our validation is the continued high academic performance of our students on all assessments. We have a conviction that all students can learn thus we follow a formula for success: welcome with love and understanding; prepare lessons with devotion and expertise; teach at the level of each student; nurture all the developmental pathways: social, ethical, cognitive, linguistic, physical, and emotional; drill as needed and reassure all stakeholders, preserving individual differences and protecting human dignity. All of our students want to succeed.



# *School Foundation*

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## ***Leadership:***

Results of the Organizational Performance Improvement Survey indicate the strongest category is Leadership with a 4.4/5 score. The staff felt strongly confident about their knowledge of the school's mission (item 1a, score: 4.5) and expressed a desire to be a stronger part of the decision-making process, (item 1g, score: 4.1).

## ***District Strategic Planning Alignment:***

Strategic Planning was the lowest ranking category, with a score of 4.1/5. The two highest-ranking items at 4.2, were knowledge of the parts of the organization's plan that affect individuals and their work; and 2c, staff's ability to tell whether or not progress is made by their group in the plan of the organization

## ***Stakeholder Engagement:***

Customer and Market Focus received a score of 4.3/5. The highest-ranking item was 3a, score: 4.5, where staff stated that they knew who the most important customers were. The lowest ranking item in that category was 3e, score: 4.1 related to staff making decisions to solve customers' problems.

## ***Faculty & Staff:***

Human Resource Focus ranked as 4.3/5. The item that received the highest score was 5e, score: 4.4, which addressed staff feeling that the school site is safe. The lowest ranking item in this category were 5d and 5f, score: 4.2 staff stated that they need more recognition and more signs of the organization caring for them as individuals.

## ***Data/Information/Knowledge Management:***

This category showed the second highest ranking with a 4.4/5 score. The strongest measure was 4a-score: 4.5, where staff felt they know how to measure the quality of their work and the lowest scoring item was 4e, score 4.3, related to staff wanting to receive more important information about their work.

## ***Education Design:***

Process Management ranked 4.2/5. The highest ranking item was 6c, score 4.3, staff feels strongly that they have a good process going on to enable them to do their work. The lowest ranking item was 6a, score 4.1, staff feels they need more resources to do their job.

## ***Performance Results:***

Business Results, scored 4.2/5 overall. The highest ranking item was 7f, score 4.5, which deals with a strong feeling in the organization's compliance with laws and regulation. The lowest ranking item was 7c, score 3.5 and the lowest scoring ranking item in the entire survey. The item rates the level of awareness about the financial status of the organization.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

To ensure the quality of teaching at Fienberg-Fisher Elementary, a panel of faculty members has been created to not only interview but also observe teacher prospects as they demonstrate a lesson. We feel that this process insures that we hire the best candidates as our newest faculty members. Once hired, we take care of our new teachers. There is an internal staff development and support group. Our teachers do not feel threatened by using new and innovative ideas. New teachers are assigned a mentor and they meet every other week. The agenda items include district mandates and items of interest or concerns to new teachers. As part of the support our school offers new teachers a Professional Growth Team which provides feedback to teachers so they become more effective in their daily routines. Two major challenges the school faces in the delivery of educational programs are the lack of English proficiency of students upon arrival and the inability of mono-lingual English speaking teachers to communicate with mono-lingual Spanish speaking parents. These issues are successfully addressed by using teachers who have completed the ESOL endorsement courses and can best meet the needs of our students. To facilitate communication between parents and staff, the school utilizes the services of the bilingual Community Involvement Specialist. A group unique to Fienberg-Fisher is the Ombudsmen. This is a group of 10 teachers who meet with the administrators on a monthly basis to discuss any staff generated areas of concern. The focus of the group is to find solutions to any concerns before they become problems. Another effective practice is the "Walk Throughs". This consists of small groups of instructional staff members who focus on a technique or strategy to observe while visiting classrooms. After visitations take place, there is a debriefing process where suggestions are made to staff during informal sharing sessions. Our new teachers find this process very enriching and especially beneficial to them. All teachers are encouraged to participate in workshops and to be part of various in-school committees.

## **• Highly Qualified, Certified Administrators:**

Mrs. Figueras, Principal, has been an educator for the last 27 years. Long before that, she started her educational career as a parent volunteer, a one-to-one tutor and a PTA Mom. She really wanted to make the difference in the lives of youngsters, so she went back to school and certified as a teacher, obtaining her Bachelors Degree at Florida International University (FIU). As a beginning teacher, she taught At Phyllis Wheatley Elementary and then transferred to Emerson Elementary. Continuing her education, she obtained a Masters in Reading K-12, at Nova Southeastern University. After fourteen years of successful teaching experiences, excellent ratings, and not satisfied with making a difference in a group of only 30 students, she decided to become an administrator. She pursued her Educational Leadership certification, again at FIU and became an Outstanding Assistant Principal for six years, working at various schools in Regional Center 2. Now she has been a Distinguished Principal for an additional seven years. She was Teacher of the Year, ESE Teacher of the Year, and ESE Administrator of the Year. Last year, Mrs. Figueras was awarded the Cervantes Hispanic Educator Award and the distinction of being selected as Regional Center II Principal of the Year. Mrs. Figueras was also the winner for the District Elementary Principal of the Year for the 2004-2005 school year. She has been part of many committees at the Regional Center and District Level including the Portfolio Guidelines Committee. During Mrs. Figueras' tenure at Fienberg-Fisher Elementary, the school has always been rated as an "A" or "B" under the Governor's A-Plus Plan. She has instituted, monitored and funded tutorials during the school day as well as after school remedial programs. She meets with teachers monthly to personally examine data and analyze individual student progress. Mrs. Figueras is actively involved in finding community resources and using them creatively to impact student achievement. Mrs. Figueras has applied and been awarded two (2) major State of Florida Quality Zone Academy Bond (QZAB) Grants. As principal of Greynolds Park Elementary, she received a QZAB grant for 1.5 million dollars; the second one at our school for \$370,000. Mrs. Figueras gives back to community as an active participant in several boards of non-profit organizations, such as RAIN Parents, Inc., Bruce Heiken Memorial Fund, Lions International and Maximum Dance Co.

Bettye Young White is one of the assistant principals. Listed below are the unique qualities that have made her an effective administrator during her 33-year tenure. Mrs. White has exhibited a high degree of professionalism, dedication, and has an excellent rapport with parents, teachers, students and her supervising administrators. She has served in many capacities in the elementary school settings of academic and multi-ethnic schools. She began her teaching career as a six-grade teacher, involved herself in the total school's program by participating on major committees both in school and the community. She demonstrated excellent leadership skills, coordinated the planning and implementation of the extended school day program, and served as a resource teacher for both programs. She has represented several school Feeder Patterns as a Curriculum leader by serving on committees at the district level, participated in many innovative practices that enabled her to assist in the educational growth and achievement of students. Mrs. White is consistent and maintains a positive attitude, thus, allowing for a continuum as she promote and assist in the planning and administering of the instructional program that effectively responds to the needs of the students served; and other activities necessary to afford students optimum learning opportunities and quality instruction.

The second Assistant Principal at Fienberg-Fisher Elementary is Mrs. Maria Zabala. Mrs. Zabala began her teaching career as a Varying Exceptionalities teacher at Braddock Senior High School, where she taught students identified as Specific Learning Disabled and Emotionally Handicapped. Her second year as an educator, Mrs. Zabala transferred to North Beach Elementary and again taught in the Exceptional Student Education Program as a resource teacher. Throughout her tenure at North Beach Elementary, Mrs. Zabala served as Director of the After School Care Program, Department Chairperson, and Local Education Agent. Upon completion of her Educational Leadership certification, Mrs. Zabala was hired as an assistant principal at Fienberg-Fisher Elementary. She has been working at Fienberg-Fisher for 4 years and is in charge of Pre-Kindergarten through third grade. Mrs. Zabala works closely with the teachers to analyze scores throughout the year and ensures curriculum is directed properly and individualized to address specific needs. She has coordinated the before and after school tutorial programs for the past two years and will work to ensure this year's program services students properly. In addition, Mrs. Zabala will work with the new teachers to provide guidance with setting goals, individualizing instruction, curriculum, classroom management and overall information they need to maximize student learning. As recognition for the work she has done as an assistant principal, Mrs. Zabala was named Region Center II Assistant Principal of the Year and was the Runner-Up for Miami-Dade County Assistant Principal of the Year for 2004-2005.

### **• Teacher Mentoring:**

New teachers are assigned a mentor with whom they meet every other week. Members of the leadership team are selected as mentors, including two National Board Certified teachers. The agenda items include district mandates, items of interest or concerns to new teachers, and information unique to Fienberg-Fisher Elementary. As part of the support new teachers as well as teachers who may be in need of assistance, our school offers a Professional Growth Team which provides feedback to teachers so they become more effective in their daily routines. Another effective practice is the "Walk Throughs". This consists of small groups of instructional staff members who focus on a technique or strategy to observe while visiting classrooms. After visitations take place, there is a debriefing process where suggestions are made to staff during informal sharing sessions. Our new teachers find this process very enriching and especially beneficial to them.

Monthly professional development workshops in technology are offered to all teachers during an early release day. Because the school is instituting a new Reading program, the Reading Coach and the Media Specialist meet with every grade level monthly to provide inservice in Reading as well as monitor students' Reading progress and participation in the Accelerated Reading Program.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at Fienberg-Fisher Elementary consists of 21 members, over 51% of whom are non-staff members. The EESAC meets every first Wednesday of the month after school hours and its most important role is to guide and monitor the goals of the School Improvement Plan. EESAC Sub-Committee reports are presented and discussed and recommendations on budget are discussed as necessary.

### **• Extended Learning Opportunities**

All students who are performing in the lowest 25% of their grade level in Reading, Writing, or Math are invited to participate in a before or after school tutorial program for 6 hours per week. Certified teachers and paraprofessionals tutor students using Voyager Extended Day materials and the Math Advantage Program. The purpose of these tutorials is to target the Sunshine State Standards.

Our state-of-the-art Technology and Math/Science Labs were created through the QZAB grant and are utilized by the students daily. The labs are innovative, technology friendly classrooms where students are stimulated and challenged by working hands-on in the areas of Math, Science and Technology. All experiments and lessons correlate with the Sunshine State Standards. An extension of the Math/Science Lab is the "Hands On Science" after school Academic Excellence Program. As part of this program, students are involved in Science experiments and endeavors that focus on the Science curriculum.

As part of the Music Enhancement Program, Fienberg-Fisher Elementary offers students an opportunity to participate in the Strings Orchestra and Chorus under the direction of our music teachers. The groups meet after school hours on a weekly basis. Our students are also trained in Media Production by participating and anchoring the daily morning Beach Comer Closed Circuit Television Show under the leadership of the Media Specialist. Fienberg-Fisher Elementary has a strong partnership with several community agencies which offer after school tutorials and enrichment for our students. These include the Police Athletic League (PAL), the Boys and Girls Club, The Bertha Abbess Children's Center (BACC) and the City of Miami Beach Truancy Intervention Program.

### **• School Wide Improvement Model**

As part of Fienberg-Fisher's Continuous Improvement Model, the Comprehensive Research-based Reading Program has been implemented this school year. Students have an uninterrupted, two or two and a half hour Reading/Language Arts block. Additionally, the school is implementing the Voyager Passport and Extended Day Programs in the in-school, before and after school tutorial programs.

Another research-based process used at Fienberg-Fisher Elementary is the Comer School Development Program, based on the philosophy of Dr. James D. Comer, which addresses the six developmental pathways. By looking into each student's social, physical, ethical, language, cognitive and emotional development, we can tailor programs and curriculums to meet individual needs.

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

### **GOAL 1 STATEMENT:**

All students at Fienberg-Fisher Elementary School will be able to read on or above grade level.

### **Needs Assessment**

An analysis of 2005 FCAT Reading Clusters indicated that 70% of the third through sixth grade students scored at level 3 and above on the 2005 FCAT Reading Test. Additionally, students in grades third through sixth correctly answered 57% of the Word and Word Phrases: 3rd - 50%, 4th - 57%, 5th - 63% and 6th - 57%.

The scores obtained from this reading cluster indicated that students in grades three through six require remediation in words and word phrases in daily instruction. An analysis of the 2005 AYP report indicated that 58% of students scored 37% at or above grade level in reading.

### 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 all students in grades three through six will improve their reading skills as evidenced by 75% of the students 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
Provide all teachers K-6 with professional development activities that include information about successful research based reading instructional strategies: Cluster 1 Word and Word Phrases will be addressed.	School principal, assistant principals, reading coach in charge of Reading/Language Arts and staff development	8/8/2005	5/24/2006
Include weekly lessons in the area of Word and Word phrases as evidenced by lesson plans and student assessments by all Language Arts, LEP, ESE and reading teachers.	Language Arts and Reading teachers	8/8/2005	5/24/2006
Conduct monthly grade level meetings to assess and evaluate student performance pertaining to the SSS and develop lessons in Reading which address these needs.	School Principal, Assistant Principals, Language Arts/Reading Teachers.	8/8/2005	5/24/2006
Implement inclusionary practices and specialized instructional approaches for students with disabilities.	Language Arts/ Reading Teachers, ESE Program Specialist	8/8/2005	5/24/2006
Provide dailybefore/in-school/after school tutorials for students requiring research-based reading interventions.	School Principal, Assitant Principals, Reading Coach, Reading/Language Arts Tutors.	9/12/2005	5/12/2006
Conduct monthly grade level meetings to monitor and collaborate with teachers on best teaching practices to ensure high fidelity of the reading program.	Reading Coach, Language Arts/reading teachers.	8/8/2005	5/24/2006
Inform parents of strategies that can be used at home to support reading achievement through information handed out at Open House and FCAT parent nights.	School Principal, Assistant Principals, Reading Coach, Guidance Counselor, ESE Program Specialist, Community Involvement Specialist, Reading/Language Arts teachers	8/8/2005	5/24/2006
Implement reading intervention programs for students requiring remediation that is congruent with the Language Arts program.	School principal, assitant principals, reading coach, ESOL and ESE specialists.	9/12/2005	5/12/2006

## **Research-Based Programs**

- \* Houghton Mifflin Reading Series
- \* Voyager Passport
- \* Early Success
- \* Soar to Success
- \* Fast ForWord
- \* Quick Reads

## **Professional Development**

- \* Houghton Mifflin professional development
- \* Project CRISS
- \* Voyager Learning professional development
- \* District SPED Language Arts professional development
- \* Grade Level monthly meetings
- \* Accelerated Reader monthly grade level meetings

## **Evaluation**

- \* Teacher and participant feedback
- \* Student achievement on the 2006 FCAT Reading Component
- \* 2006 AYP report

## 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 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:***

All Fienberg-Fisher Elementary students will be able to perform at or above grade level in Mathematics.

### ***Needs Assessment***

An analysis of the data indicates that 62% of students in grades three through six score at or above grade level in mathematics. 42% of the Limited English Proficiency Students and 31% of the Students with Disabilities did not meet the state's required level for meeting high standards. Closer analysis of the individual benchmarks indicates strength in the area of Geometry, where students scored an average of 57% correct. Additionally, Number Sense is an overall area of weakness in grades three through six. The students scored an average of 45% correct. With the exception of the fourth grade students, all other grade groups scored the lowest percent correct in Number Sense. Both the overall strengths and weaknesses of the scores in grades 3 through 6 are an ongoing trend since the 2004 administration of the FCAT math test. Since the 2002 administration of the FCAT mathematics test, Fienberg-Fisher Elementary was experiencing a slight decline in the mean scale scores on the FCAT math test. The mean scale score of the 2005 administration of the FCAT math test demonstrates an improvement in the mean scale score for all grade levels with the exception of fifth grade. We attribute this improvement to our carefully developed scope and sequence at the tutorial program which aided in reinforcing the sequence. In an effort to improve overall mathematics performance, the school will continue to use the mathematics scope and sequence and build on the improvement seen last school year. All benchmarks will be taught in mathematics by December and then again before March 2006. Each student's progress will be monitored bi-weekly by the teacher, the mathematics resource teacher, and the administration working together as a team. Students will be tutored based on individual needs. Benchmarks will be introduced in tutorial the week before they are introduced in the classroom, thus, providing students with prior knowledge on which to build.



NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-6 will improve their Math skills as evidenced by 67% of the students scoring level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient Students will improve their mathematics skills as evidenced by 50% of the student scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategic instruction in Number Sense for the 6th grade students.	6th Grade Teachers Assistant Principal Math Leader	8/8/2005	5/31/2006
Provide strategic instruction in both Measurement and Data Analysis for the 4th grade students.	4th Grade Teachers Assistant Principal Math Leader	8/8/2005	5/31/2006
Conduct monthly grade level meetings to assess and evaluate student performance pertaining to the SSS and develop lessons in Math which address these needs.	All Teachers Principal Assistant Principal	8/8/2005	5/26/2006
Provide strategic instruction in Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis for the 5th grade students.	5th Grade Teachers Assistant Principal Math Leader	8/8/2005	5/31/2006
Enhance mathematics skills by utilizing directed computer instruction on a bi-weekly basis.	All K-6 Grade Teachers Technology/Resource Teacher	08/08/05	05/24/06
Provide strategic instruction in Number Sense and Algebraic Thinking for the 3rd grade students.	Math Leader, 3rd Grade Teachers Assistant Principal	08/08/05	5/31/2006
Provide a hands-on Math and Science instruction in the Science Lab on a bi-weekly basis.	All K-6 Grade Teachers Math/Science Resource Teacher	8/8/2005	5/31/2006
Implement a daily before and after school tutorial for students in grades 2-6.	Selected Teachers Principal, Assistant Principals Math Leader	9/12/2005	5/5/2006

## **Research-Based Programs**

Houghton-Mifflin Mathematics  
Classworks

## **Professional Development**

Math Leadership Conferences for school math leader  
Teacher Professional Development Inservice for FOSS (Math and Science Program)  
School-wide monthly Technology inservices  
Encourage participation in the Eisenhower Math and Science Workshops

## **Evaluation**

Evaluation will be based on the 2006 FCAT Mathematics Test.

Throughout the school year, quarterly assessments will be administered to monitor student progress and redirect instruction when necessary. All assessment information throughout the year will be disaggregated according to the subgroups identified in NCLB AYP report.

## 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 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 3 STATEMENT:**

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

### **Needs Assessment**

An analysis of the 2005 FCAT Writing Test data revealed that the mean combined results for all students who participated was 3.7. After further review, both the narrative and expository tests indicated that students earned an average score of 3.7. However, 48% of the students tested scored below a 3.5 in the expository portion of the test. Furthermore, a review of the 2005 AYP Report indicated that the majority of the subgroups increased by an average of 5%. Yet, the LEP subgroup decreased by 4% on the Writing Test.

Therefore, the need is to enhance our students' understanding of the components of an expository essay. Also, additional support to the LEP students must be provided in both areas of the Writing Test.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will increase their writing scores as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, LEP students in grade four will increase their writing scores by 1% to 79% as evidenced by the results of the 2006 administration of the FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers in grades 3-4 with professional development activities that include information about successful research-based writing strategies.	School Principal, Assistant Principals, Reading Coach	8/8/2005	5/24/2006
Include weekly lessons in the area of expository writing on the 2006 FCAT Sunshine State Standards writing component.	Language Arts/Reading Teachers	8/8/2005	5/24/2006
Conduct periodic student-teacher conferences to assess and review student performance on writing skills.	Language Arts Teachers, Reading Coach	8/8/2005	5/24/2006
Inform parents of strategies that can be used at home to support writing achievement through information distributed at Open House and FCAT Parent Night.	School Principal, Assistant Principals, Reading Coach, Guidance Counselor, ESE Program Specialist, Community Involvement Specialist, Reading/Language Arts teachers.	8/8/2005	5/24/2006
Conduct monthly grade level meetings with administration to review student progress pertaining to writing skills.	School Principal, Assistant Principals, Language Arts/Reading Teachers.	8/8/2005	5/24/2006
Conduct monthly grade level meetings to monitor and collaborate with teachers about best practices in writing instruction.	Reading Coach, Language Arts/Reading Teachers.	8/8/2005	5/24/2006
Implement daily before/after school tutorials in writing intervention for students requiring remediation that is congruent with the Language Arts program.	School Principal, Assistant Principals, Tutors	8/8/2005	5/24/2006

## **Research-Based Programs**

- \* Houghton Mifflin Writing Program

## **Professional Development**

- \* Houghton Mifflin Writing professional development
- \* District professional development

## **Evaluation**

- \* The results of the 2006 FCAT Writing Test

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

### ***GOAL 4 STATEMENT:***

All students will be able to apply scientific method.

### ***Needs Assessment***

An analysis of the results of the 2005 Science FCAT Test indicates that fifth grade students at Fienberg-Fisher Elementary are scoring an average of 54% correct on Life and Environmental and Physical/Chemical items, while they are scoring only 46% correct on Earth and Space items. When comparing our scale score of 271 to the State average, Fienberg-Fisher Elementary shows a 25 point deficiency and a 15 point deficiency when comparing the score to the District mean scale score. In an effort to improve Science performance, the school has created a strict scope and sequence aligned to the District's using the FCAT benchmarks. Each student's progress will be monitored bi-weekly by the teacher, the Science resource teacher, and the administration.

## Measurable Objective

Given instruction based on Sunshine State standards all students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 286 as documented by the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Science scope and sequence aligned to the District's Long-Range Plan.	Science Resource Teacher, Homeroom Teachers, Administrators	8/8/2005	5/24/2006
Schedule classes in Kindergarten through sixth grade to participate in hands-on activities incorporating Mathematics and Science skills in the Math/Science Laboratory.	Science Resource Teacher, Homeroom Teachers, Administrators	8/8/2005	5/24/2006
Promote the use of computer-assisted research and investigation to enhance scientific learning using the computer lab.	Science Resource Teacher, Technology Teacher, Homeroom Teachers	8/8/2005	5/24/2006
Implement student participation in a school-wide Science Fair to reinforce the scientific method.	Science Resource Teacher, Homeroom Teachers, Media Specialist, Science Committee	2/1/2006	3/28/2006
Reinforce grade appropriate Science text to infuse Science in the Reading/Language Arts curriculum.	Science Resource Teacher, Homeroom Teachers	8/8/2005	5/24/2006
Use the Grade 5 Science Weekly to enhance and support the Science benchmarks.	Homeroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Harcourt Brace Science Textbook

### Professional Development

In-house training on the use of hands-on material to enhance the Science curriculum in the classroom will be provided by the Science Resource Teacher.

Science Fair Requirement Training



## **Evaluation**

The objective will be monitored by the scores on the 2006 FCAT Science Test. District provided assessment will be utilized to analyze progress and redirect instruction.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 5 STATEMENT:***

Actively engage family and community members to become our partners in raising and maintaining high student achievement.

### ***Needs Assessment***

According to our parent involvement logs for the 2004 - 2005 school year, 85% of our parents did not attend monthly meetings and workshops. Parental involvement is imperative to improve student achievement. As a school, we hope to increase the number of parents that attend workshops and presentations in order to provide them with tools to help their children throughout the school year.

## Measurable Objective

Given the need to strengthen the academic achievement of students, parents will improve their attendance to workshops and presentations as evidenced by a 3% percentage point increase, from 15% to 18%, in parent participation/attendance as recorded in the parental logs when comparing the 2004 - 2005 with the 2005 -2006 logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Motivate Parental Involvement through FCAT trainings, Parent Breakfasts, Informational Fairs, and on-going parent contacts.	CIS Teachers Administrators Office Personnel Guidance Counselor FSS Coordinator	08/08/2005	05/26/2006
Encourage active participation in PTA, ESSAC, and Parent Academy Workshops.	CIS Guidance Counselor FSS Coordinator ESSAC Chair Assistant Principals PTA Board	08/08/2005	05/26/2006
Provide on-going communication through home visits, newsletters, fliers and telephone calls.	CIS	08/08/2005	05/26/2006
Provide informational workshops on FCAT, study skills, parenting skills, and workshops on school aged children.	CIS Guidance Counselor FSS Coordinator	08/08/2005	5/26/2006
Create survey of parent interests.	CIS	08/08/2005	09/01/2005

## Research-Based Programs

National PTA standards for parent and family involvement

Comer School Development Program

Families Building Better Readers

## **Professional Development**

Title I workshops

Full Service School In-services

School Social Worker In-services

Guidance Counselor Workshops

Parent Academy Workshops

## **Evaluation**

Parental and community involvement will show a 3% increase above the 2004 - 2005 school year level of participation, as reflected in the tally of data obtained from activity/workshop sign-in sheets and attendance logs of the 2005-2006 school year.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

Fienberg-Fisher Elementary will promote programs and practices which facilitate a safe and disciplined environment for all students.

### ***Needs Assessment***

According to the 2004-2005 Student Case Management Report; there were 48 indoor suspensions, 13 outdoor suspensions, no expulsions, and a total of 698 referrals.

According to the 2004-2005 School Climate Survey 30% of the staff disagreed that adequate disciplinary measures are used to deal with disruptive behavior, while 13% of the parents disagreed as well.

## Measurable Objective

Given the implementation of a consistent schoolwide discipline program, the students of Fienberg-Fisher Elementary will demonstrate an increase in positive behaviors as evidenced by 10% decline in the number of outdoor suspensions from 48 suspensions in 2004-2005 to 43 suspensions in the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train students on the Comer School Development Program using the COMER booklets.	Counselor, teachers, Comer Facilitator	10/3/2005	4/28/2006
Convene Discipline Committee meetings to create a schoolwide discipline plan and to evaluate progress towards the objectives on a monthly basis.	Discipline Committee Members, Administrators, and Selected Staff	10/12/2005	5/24/2006
Provide intervention programs to ensure a safe, secure, school environment free of violence, harassment, and discrimination.	Administration Full Service School Coordinator Counselor	10/19/2005	5/24/2006
Provide students with training in self-advocacy and peer conflict resolution.	Administration Counselor Full Service School Coordinator	10/19/2005	5/24/2006
Train teachers in effective behavior management strategies.	Administration	10/19/2005	5/24/2006
Involve parents, staff, administration and students in the referral process.	Administration, Parents Students	10/19/2005	5/24/2006
Implement a unified schoolwide behavior management plan in the cafeteria.	Administration Security Monitors	10/19/2005	5/24/2006

## Research-Based Programs

Comer School Development Program

## **Professional Development**

Fienberg-Fisher Elementary School will provide yearly professional development training in classroom management, inclusionary practices, positive behavior interventions, and BIP (Behavior Intervention Plans) for all instructional staff members.

Fienberg-Fisher Elementary School will provide conflict resolution strategies and training for selected students, peer counseling sessions, as well as self-advocacy training.

## **Evaluation**

After conducting pep-rallies and training for all students, and after continuing to enforce the implemented discipline plan in effect, Fienberg-Fisher Elementary will compare the results of the Student Case Management Report of 2004-2005 with that of the 2005-2006 school year.

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

*Miami-Dade County Public Schools*

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

**GOAL 7 STATEMENT:**

Fienberg-Fisher Elementary School will integrate standards-based curriculum with technology to enhance student learning in all curriculum areas.

**Needs Assessment**

According to the 2004-2005 Florida STAR Survey, Instructional Technology Support and Integration was slightly below both the District and State averages at 2.0 or a proficiency level of Stage 2 Intermediate.

According to the 2004-2005 STAR Survey, student utilization of technology was slightly lower than the District and State levels at 2.0 or an intermediate level rating.



## Measurable Objective

Fienberg-Fisher Elementary will increase student technology use to advanced stage 3 levels as evidenced by the 2005-2006 Florida STAR Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that sufficient assistive technology tools are available to meet the needs of all students.	Administrators Technology Resource Teacher	08/08/2005	05/26/2006
Train faculty and staff in new technologies used for individualizing instruction, developing assessment tools, and managing assessment results.	Technology Resource Teacher	08/08/2005	05/26/2006
Model and demonstrate the integration of technology in the classroom.	Technology Resource Teacher	08/08/2005	05/26/2006
Provide equitable access to equipment and materials so students will have appropriate resources to attain needed skills and competencies.	Administrators Technology Resource Teacher	08/08/2005	05/26/2006
Provide software that can be used to enhance instruction in mastering state standards and benchmarks.	Administrators, Technology Resource Teacher	08/08/2005	05/26/2006
Preview and purchase technological resources that promote technology integration and student performance.	Administrators, Technology Committee, Technology Resource Teacher	08/08/2005	05/26/2006
Establish a training area for teachers, staff, and students in a readily accessible location of the school. i.e. Computer Lab.	Administrators Technology Resource Teacher	08/08/2005	10/07/2005
Develop and implement school plans that integrate technology and curriculum.	Administrators, Technology Committee	08/08/2005	05/26/2006

### Research-Based Programs

Classworks

Destination Reading

Accelerated Reader

Read, Write, & Type! Learning System

Fast ForWord

## **Professional Development**

Fienberg-Fisher Elementary will provide monthly on-site training to all staff personnel in the use of new technologies to help improve student achievement.

Fienberg-Fisher Elementary instructional personnel will instruct students how to use technology effectively and efficiently.

## **Evaluation**

2005-2006 Star Survey

## 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 checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

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

**GOAL 8 STATEMENT:**

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

**Needs Assessment**

According to the 2004 –2005 Fitness Gram, 12% of the student population did not meet the minimal health related standards. 283 students participated in the Fitness Gram and 88% received awards, 76 received Gold and 176 received Silver. Physical fitness, attendance and overall educational achievement correlate directly. With that in mind, Fienberg-Fisher Elementary will continue to improve the physical fitness level of all our students.

## Measurable Objective

Given instruction based on the Sunshine State Standards, Fienberg-Fisher Elementary students from K – 6 will improve their overall physical fitness as evidenced by a 3% increase in the Fitness Gram, from 88% to 91%.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in one time presentations on health related topics.	Area Health Education Center	10/07/2005	05/26/2006
Develop fitness plan to meet the goals and objectives of the school.	Physical Education Department	08/08/2005	05/26/2006
Administer Fitness Gram pre-test to determine student baseline measures.	Physical Education Teachers	08/08/2005	10/07/2005
Educate students from K – 6 on nutrition 30minutes/ week during science time.	Nutritionist Registered Nurse(services contracted out)	10/07/2005	5/26/2006
Encourage all students to participate in health related activities.	All Teachers Administrators Leadership Team	08/05/2005	5/26/2006

## Research-Based Programs

Not Applicable

## Professional Development

District level in-services will be provided as needed.

## Evaluation

2005-2006 Fitness Gram Results

## 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 checked="" type="checkbox"/>

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

**GOAL 9 STATEMENT:**

The goal of the Fienberg-Fisher Art and Music Departments is for the students to acquire an improved appreciation of the arts.

**Needs Assessment**

It is imperative that all students have the opportunity to develop their artistic talents and abilities. Fienberg-Fisher Elementary will integrate the arts into the core curriculum. In order to offer students an opportunity to express their artistic talents, Fienberg-Fisher Elementary will add a Strings Orchestra to the list of Music Programs available to the students. The school will continue to participate in the various Art-centered programs currently available to the students.

## Measurable Objective

Given instruction based on the Sunshine State Standards, the students in the second through sixth grades will acquire an appreciation of the arts as evidenced by 95% of the students scoring at 60% or higher on the Sunshine State Visual Arts Standards teacher criteria and rubric of finished arts products.

Given instruction based on the Sunshine State Standards, the students in third through sixth grades will acquire an improved appreciation and understanding of music as evidenced by 25% of the students scoring at 60% or higher on the teacher-generated music final assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create awareness of various artists and styles of art of the second through sixth grade students by using the Schoolwide Teacher developed Art-Go-Round Interdisciplinary Visual Arts program.	Art Teacher	8/8/2005	5/24/2006
Incorporate technology and art-related software such as Kid Pix as an art medium through the production of art.	Art Teachers, Computer Teacher, Microsystems Technologist, Assistant Principal, Principal	8/8/05	5/24/06
Implement the Arts for Learning/Miami Get Smart Grant program to integrate the Arts into the core academic curriculum.	Art Teachers, Music Teachers, Homeroom Teachers, Assistant Principals, Principal	8/8/05	5/24/06
Develop an art sketchbook/journal for the students in the fourth through sixth grades.	Art Teachers	8/15/2005	5/24/06
Implement a string orchestra program for selected students in third through sixth grades.	Music Teachers, Principal	10/3/2005	5/24/06
Coordinate a melody bell ensemble for selected students in third through sixth grades.	Music Teachers, Principal	10/3/2005	05/24/06
Implement a choral program for selected students in third through sixth grades.	Music Teachers, Principal	10/3/2005	05/24/06
Teach recorder instrumental playing techniques and implement a recorder ensemble for students in fourth through sixth grades.	Music Teacher, Assistant Principals, Principal	8/8/05	5/24/06
Provide instruction in music theory to all second grade students.	Music Teachers	8/8/05	5/24/06
Provide instruction in basic vocal techniques to students in kindergarten and first grade.	Music Teachers	8/8/05	5/24/06

Provide classrooms with a changing variety of visual art print resources so the students will be prompted to use critical thinking skills through the discussion of interdisciplinary connections.	Art Teachers, Homeroom Teachers, Assistant Principals, Dade Partners	8/8/05	5/24/06
Provide a series of art prints that have interdisciplinary and visual arts themes to increase the understanding of second through sixth grade students of the relevance of art themes to connections in math, social studies, and science.	Art Teachers, Homeroom Teachers	8/8/05	5/24/06

## Research-Based Programs

Not Applicable

## Professional Development

Arts For Learning Workshops  
 Artful Citizenship Conferences  
 District-level Workshops

## Evaluation

Evaluation for the Art Program is based on the Sunshine State Visual Arts Standards teacher criteria and rubric of finished arts products. Evaluation for the Music Program is a teacher-generated final assessment based on the Sunshine State Standards.

## 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 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 10 STATEMENT:***

Fienberg-Fisher Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Fienberg-Fisher Elementary ranked at the 9th percentile on the State of Florida ROI.



## Measurable Objective

Fienberg-Fisher Elementary School will improve its ranking on the State of Florida Return on Investment index publication from the 9th percentile in 2003 to the 14th 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, Reading Leader	8/8/2005	6/2/2006
Collaborate with the district on resource allocation.	Principal, Assistant Principals	7/28/2005	6/2/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals, Reading Leader, Math Leader	7/28/2005	6/2/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	7/28/2005	6/2/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next State of Florida ROI index publication, Fienberg-Fisher Elementary will show progress toward reaching the 14th percentile.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

### ***Budget:***

The members of EESAC reached consensus and agreed to utilize the allocated funds to purchase hourly personnel and substitutes to provide tutors and improve student-teacher ratio. Furthermore, the members of the EESAC received training on the school budget at a budget subcommittee meeting and determined the use of EESAC funds. The members will continue to review the budget throughout the school year.

### ***Training:***

The members of the EESAC received training by the Office of Education Planning and Quality Enhancement and more training will be forthcoming. They discussed staff development needs and the following areas were identified: Comprehensive Research-based Reading Plan training to assist teachers in the implementation of this new Reading Program, technology training for faculty, and additional training in FCAT preparation.

### ***Instructional Materials:***

The members of the EESAC indicated their support of the Comprehensive Research-based Reading Plan and support the purchase of materials to be used in supplementing this new Reading initiative. They will continue to act in an advisory capacity. Although no funds were allocated to purchase additional materials at this time, the administration will continue to provide updates on the Reading material inventory to the EESAC and decision will be made throughout the school year as needed.

### ***Technology:***

The members of the EESAC worked in cooperation with the principal and the technology teacher to write the application for the Quality Zone Academy Bond (QZAB). In cooperation with EESAC, the Technology Laboratory schedule was created and a school wide technology program is in its first year of implementation.

### ***Staffing:***

Members of the EESAC reached consensus and decided to use the EESAC allocation to purchase hourly personnel and substitute teachers to conduct in-school tutorial instruction in the basic skills.

### ***Student Support Services:***

The members of the EESAC endorsed the creation of a Parent Resource Center at the school. Additionally, EESAC worked successfully in cooperation with the principal and the school social worker to find resources in the community to help fund the full service clinic located on school grounds. EESAC will continue to monitor the work of the School Support Team and the full service school.

### ***Other Matters of Resource Allocation:***

Members of the EESAC recognize invaluable contribution of the numerous volunteers throughout the school, the impact of health services available at the school, the extensive staff development, the contributions of our Dade Partners and the variety of parental involvement opportunities that exist at our school. The members will continue to explore other avenues for expanding the school's resources, including the opportunities for grant writing.

### ***Benchmarking:***

The members of the EESAC received regular updates from the reading coach and the mathematics and science lead teacher on the number of children making progress in Reading, Writing, Mathematics, and Science and the tracking tools used to make these assessments. EESAC is regularly informed of progress toward meeting high standards per benchmark in the aforementioned subject areas.

### ***School Safety & Discipline:***

The members of EESAC were instrumental in addressing the safety concerns and creating a School Safety Plan, paying particular attention to the requirements under the Jessica Lunsford Act. In addition, the committee members on the Discipline sub-committee met to create a school-wide discipline plan and presented the plan to EESAC. EESAC members will monitor the overall improvement of discipline school wide.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*