
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1561 - Earlington Heights Elementary School

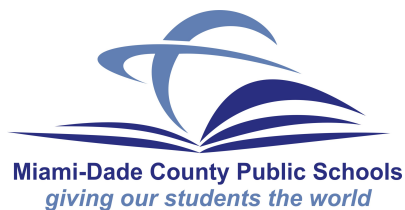
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Gwendolyn Bryant

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Earlington Heights Elementary School

Earlington Heights Elementary School is a school located in a densely populated inner city neighborhood. It has been identified as a School of Controlled Choice serving pre-kindergarten through grade five students selected from the Earlington Heights, former Floral Heights, and Melrose Elementary School attendance boundaries. The student population consists of 80.9 percent Black, 18.6 percent Hispanic and 0.5 percent Other. Earlington Heights has a school-wide Title I Program with 98.7 percent of the students qualifying for free or reduced lunch. Students receiving Limited English Proficient (LEP) services total 8.2 percent of the school's population and those receiving Exceptional Student Education (ESE) total 11.2 percent. Earlington Heights Elementary School offers students, in grades kindergarten through fifth, International Education studies modeled after the success proven International Baccalaureate Primary Years Program where students learn to locate, interpret and evaluate information about our world and other cultures. It also offers selected students in grades three through five, two Academic Excellence Programs, one that focuses on hands-on science and one on higher-order thinking through chess. This year, the school has initiated an Extended Foreign Language Program for students in grades kindergarten and first.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 66 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 62 percent of the students reaching the state required mastery level as documented by scores of the 2005 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 100 percent of the students achieving high standards on the 2006 administration of the FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 286 as documented by the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2005-2006 and the 2004-2005 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will increase their usage of the SuccessMaker Program as evidenced by a 10% increase during the 2005-2006 school year as compared to

the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness skills as evidenced by a three percent increase in the number of award recipients.

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language program in grades kindergarten and first, will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 6th percentile in 2003 to the 11th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot survey, completed by the school's employees identified a need for improvement in strategic planning and business results. This selection is based on the fact that these two areas showed the lowest average scores in the overall item rankings. The school will improve the area of strategic planning by providing more opportunities for staff participation in developing school wide goals. More staff members will be invited to actively participate in the development and writing of the schools Instructional Focus Calendar. The school will improve the area of business results by providing opportunities for staff participation in decision-making as it relates to expenditures in specific areas of the school's finance. A school finance committee will be formed to provide input and make recommendations related to certain areas of the school's budget. Staff members with mathematical or finance expertise will be encouraged to join.

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.

Earlington Heights Elementary School

VISION

All stakeholders of Earlington Heights Elementary School envision a learning environment that nurtures and encourages students to achieve their full potential as life long learners who become productive citizens and leaders.

MISSION

The staff, parents and community of Earlington Heights Elementary School believe all students have the right and ability to learn. We are committed to providing a solid educational foundation for our students so they may achieve their highest academic potential, while maintaining steady, positive growth. The principal frames the school's vision and mission to turn them into reality with strong instructional leadership.

CORE VALUES

Responsibility

We strive to develop concerned and caring citizens who not only show compassion for themselves, but for their school and community.

Achievement

We pursue high standards of excellence so that our students realize their full potential to make appropriate decisions and choices.

Commitment

We foster the commitment of students to learn, persevere and show self-discipline and responsibility.

Independence

We encourage the development of sensitivity towards differences and diversity in the world and being responsive to the needs of others.

School Demographics

The faculty and staff at Earlington Heights Elementary School believe all students have a right and ability to learn. With a commitment to success and learning, we provide the best educational opportunities where all students achieve their highest academic potential. Earlington Heights is currently a high achieving "B" school making Adequate Yearly Progress. Earlington Heights Elementary School is located at 4750 N W 22nd Avenue in a densely populated inner city neighborhood. It has been identified as a School of Controlled Choice serving pre-kindergarten through grade five from the Earlington Heights, former Floral Heights, and Melrose Elementary School attendance boundaries. Earlington Heights is also a designated School of Choice featuring International Education studies, with District-wide open enrollment. As a Title I Program school, Earlington Heights is provided with supplemental funding to close the achievement gap between disadvantaged students and their peers. Housed in a beautifully landscaped nineteen thirties coral structure on seven acres of land, Earlington Heights has several structural needs which include a physical education pavilion, an adequate bus drop-off area, ADA compliances, drainage and various renovations associated with an over sixty year old facility.

Earlington Heights Elementary School serves approximately 556 students. From this population, 80.9 percent are African American, 18.6 percent Hispanic and 0.5 percent Other. Earlington Heights has 98.7 percent economically disadvantaged students qualifying for free or reduced lunch. Students receiving standard curriculum total 80.6 percent, those receiving Limited English Proficient (LEP) services total 8.2 percent, and those receiving Exceptional Student Education (ESE) total 11.2 percent. Earlington Heights addresses high mobility of 47 percent with reduced class-sizes school wide. Promoted fifth grade students attend Brownsville Middle School, a school servicing over twelve hundred students. Teacher-student ratios at Earlington Heights are currently 1:21. Approximately 65 percent of the students wear the mandatory school uniform.

The dedicated faculty and staff demographics include 56 full-time members. These include a principal, an assistant principal and 37 classroom teachers. Additional instructional support staff includes a reading coach, an International Education lead teacher, three classroom paraprofessionals, and a pool temporary instructor. Non-instructional staff includes four clerical, two security monitors, a food service manager and four custodians. Forty percent of the instructional staff holds a masters and/or specialist degree. Eighty-two percent is female and eighteen percent is male. The ethnicity breakdown includes 33 percent White, 21 percent Black, 42 percent Hispanic and one percent Asian. Currently, for the 2005-2006 school year, there are eight beginning teachers, one of which is a Miami Teaching Fellows member. Veteran staff averages nine years teaching experience. Earlington Heights receives various itinerant services from a speech pathologist, staffing specialist, psychologist, micro-systems technician and a zone mechanic.

Many staff members assume leadership roles as Leadership Team members, Department Chairs, Grade-group Team Leaders, Safety Patrol Sponsor, Committee Chairs, EESAC Officers, African American Advocates, New Teacher Mentors, Professional Growth Team Leaders, Community Partners' Liaison, Clinical Teachers, Teacher Trainers, Youth Fair Liaison, Grant Writers and PTA Board Members. All teachers implement a yearly Professional Development Plan based on student performance data which includes extensive staff development in the areas of the Sunshine State Standards, Technology, Data Analysis, Classroom Management, School Safety and/or Family Involvement.

Earlington Heights has made continuous consistent improvement for six years. In 1999-2000 and 2002-2003, the school received the District's School Recognition Gold Award designated for schools improving by at least one performance grade. In 2000-2001, the school received the District's School Recognition Silver Award designated for schools that made exceptional gains in two of the three main areas tested on the FCAT. Scores from the 2004 administration of the FCAT earned the school the Florida School Recognition Award for innovation and commitment to achieving high academic performance for all students. Earlington Heights currently has a "B" grade and has made Adequate Yearly Progress as required by the No Child Left Behind Act. In addition to Title 1 funding, the school received the I Choose! grant through the U.S. Department of Education as one of eight school programs

designed to significantly expand the availability of high quality public school choice options of Miami-Dade County parents. Through this grant, Earlington Heights offers students, in grades kindergarten through fifth grade, International Education studies modeled after the success proven International Baccalaureate Primary Years Program where students learn to locate, interpret and evaluate information about our world and other cultures.

Earlington Heights enjoys support from a number of community-based organizations and local businesses. Their contributions include school supplies, school uniforms, book-bags, tutoring, mentoring, specifically dedicated funds, bicycles, gift certificates and other various needed items.

The Educational Excellence School Advisory Council (EESAC) meets monthly to help in the decision-making related to the implementation of school improvement and accountability. The 2004 Parent Climate Survey indicates that 89 percent of parents feel that Earlington Heights is effectively teaching the students the basic skills in Reading, Writing, Mathematics and Science. Additionally, it teaches students to use computers, think critically, use good study habits and interact effectively within a diverse population. The Student Climate Survey also indicates that 89 percent of the students feel that they are getting a good education at Earlington Heights.

Earlington Heights conducts many school activities unique to our school. The Just-a-Cup-of-Coffee/Pledge event is held the first Wednesday of each month. The pledge and morning announcements are delivered from the courtyard live in front of the entire school. Students of the Month are honored and presented certificates. Parents enjoy a cup of coffee and receive pertinent parental involvement information. Our Mentoring Matters Staff Mentorship program pairs staff members with students who are at risk of having a less productive school year than expected. Year round activities are scheduled, including an orientation breakfast and an end-of-year luncheon. Portfolios are featured for sharing and used as mementos. The Enrichment Book Club is a literary club designed to help students scoring FCAT Level 3 and above to maintain high frequency of opportunities to read grade level and above literature using various genres and research experiences. The R.E.A.L. (Reading for Entertainment At Lunch) Deal Program encourages students to read in the cafeteria and earn coupons for weekly drawings. Other special Earlington Heights' events, programs and activities include: Career Day, Honor Roll and FCAT Awards Programs, FCAT Science Laboratory, Week-At-A-Glance Earlington Heights Bulletin, and the Monthly Parent/Student Calendar Newsletter.

Student attendance poses challenges yearly. The principal and the attendance committee meet quarterly to plan, implement and monitor attendance improvement activities. The school contracts an automated attendance system that makes daily contact with parents of students who are absent from school. The system also faxes a report to the school daily. The counselor and the community involvement specialist (CIS) monitor and analyze the reports to identify patterns and rates of absences among students. Counseling is provided to students with excessive absences and the CIS makes home visits to confer and offer support and assistance to the family. Additionally, the following attendance incentives are implemented to encourage students to come to school throughout the year i.e. end-of-the-year trophies, certificates, bicycle drawings, school dances and 100% attendance classroom flags.

Parental involvement is another area that presents an ongoing challenge. There is very limited parent participation in any school activity. A Parent Involvement Committee comprised of a teacher from each grade level has been established to develop and implement ideas to promote attendance and participation among parents. Parent workshops are scheduled during the day, as well as in the evening to accommodate varying schedules. Additionally, the Parent Teacher Association (PTA) meetings are scheduled collaboratively with evening workshops as a convenience and to promote greater attendance. Our ultimate goal is to increase parental involvement in all school functions.

School Foundation

Leadership:

Staff responses to the survey demonstrate that the school's administration is effective in providing direction and focus. It supports and encourages suggestions. It provides opportunities for professional growth and career advancement.

District Strategic Planning Alignment:

The results indicate that staff members have knowledge of the school's goals; however, this is an area in need of improvement.

Stakeholder Engagement:

Survey responses reflect staff's awareness of the importance of building and maintaining relationships with key stakeholders. They indicate knowledge of key factors that lead to customer satisfaction. The need for improvement in the area of soliciting customer input is evident.

Faculty & Staff:

Overall response indicates that staff recognizes the encouragement to offer suggestions for improving and enhancing their job responsibilities, resulting in cooperation and collaboration among the group. Beginning teachers are mentored through the Professional Growth Teams and their participation in the Beginning Teacher Program coordinated through the Office of Professional Development.

Data/Information/Knowledge Management:

Based on the ranking, job performance and the evaluation of its effectiveness is data driven.

Education Design:

Staff's responses in this category indicate that they have all of the resources, support and assistance needed to perform their job responsibilities. Assessment data provides continuous feedback on the quality of their work as it relates to student achievement.

Performance Results:

Survey results indicate a need for improvement in this area. Responses indicate a limited knowledge regarding the school's financial status.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve student performance in Reading.

Needs Assessment

The 2005 Florida Comprehensive Assessment Test (FCAT) Reading results indicate that 62 percent of students tested made learning gains and 61 percent achieved high standards in reading. The results reflected a 14 percent decrease in students achieving learning gains and a 15 percent increase in students achieving high standards when compared with the 2004 test scores. However, 39 percent of the student population in grades three through five scored below the state-mandated criteria, with 52 percent of students in grade three, 46 percent of students in grade four, and 53 percent of students in grade five scoring at Level 1 or 2. A content area analysis of the results in grades three through five reflects a need for improvement in the following areas: students in grade three on Words/Phrases, and Main Idea/ Author's Purpose; students in grade four on Words/Phrases, and Reference/Research; while students in grade five on Words & Phrases, Main Idea/Author's Purpose. Participation rate was 100 percent for the 2004-2005 Florida Comprehensive Assessment Test (FCAT). Specific data from the Adequately Yearly Progress Report indicates that 54 percent of the students at Earlington Heights Elementary School scored at or above grade level in the 2005 FCAT Reading Test. Additionally, students identified under the NO CHILD LEFT BEHIND Act met federal standards by scoring at or above grade level as follows: 53 percent in the African-American, 59 percent in the Hispanic, and 54 percent in the Economically Disadvantaged subgroups. The 2006 school performance in reading will need to show a ten percent increase in students achieving high standards in order to meet the state required level of performance.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 66 percent of the students scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Model school wide to increase student achievement in reading.	Administrator	8/8/2005	5/24/2006
Provide during school pull-out tutorial services for students in grades three through five scoring at Levels 1 and 2, utilizing Fast ForWord to provide immediate intensive intervention.	Reading Coach	08/08/05	05/24/06
Align Instructional Focus Calendar for grades kindergarten through five with the Houghton Mifflin Reading Series to improve student achievement.	Reading Coach	08/08/05	05/24/06
Provide computer-assisted instruction for students in kindergarten through five, using software i.e. SuccessMaker Enterprise, for additional practice in the benchmark cluster of words/ phrases, author's purpose and reference/research.	Computer Lab Teacher	08/08/05	05/24/06
Engage students in the Accelerated Reader program in grades two through five to increase reading comprehension and build stamina on reading proficiency.	Media Specialist	08/08/05	05/24/06
Implement Extended Day tutorial services for students in grades three through five scoring at Levels 1 and 2 in all subgroups to provide further intervention on the following benchmark clusters: words/phrases, comparisons, main idea/purpose, and reference/research.	Administrator	08/08/05	05/24/06
Implement Book Club for students in grades three through five scoring at Levels 3 and above to provide enrichment.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

The school will utilize the Houghton Mifflin Reading Series as the primary research-based program. In addition, Compass Learning, Odyssey Reading, Early Success, Fast ForWord Language, Quick Reads, Soar to Success, SuccessMaker Enterprise, and Voyager Passport, will be utilized for tutorials and enrichment.

Professional Development

1. Provide professional development training on Florida's Formula for reading improvement: 5+3+ii+iii=NCLB, including the five essential instructional components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension), the three types of classroom assessments, initial instruction and immediate intensive intervention to provide differentiated instruction for all students.
2. Engage staff in professional development activities which are aligned with the Sunshine State Standards, specifically the following benchmarks: words/phrases, comparisons and research/reference, in order to promote reading achievement.
3. Provide training on the resources required for the implementation of the School Improvement Plan i.e. Houghton Mifflin Reading Series, FCAT Reading, SuccessMaker Enterprise, Accelerated Reader, SRUSS, and DIBELS to effectively implement the plan.
4. Provide inservice for pull-out teachers and extended day tutors in strategies to enhance instruction of the following benchmark clusters: words/phrases, comparisons, reference/research and main idea/author's purpose.

Evaluation

1. This objective will be evaluated by comparing scores on the 2006 FCAT Reading Test to the 2005 FCAT Reading Test.
2. Quarterly DIBELS assessments will provide ongoing evaluative data which will be used to guide instruction toward achievement of this objective.
3. Lesson plans will be reviewed for alignment with benchmark instruction.
4. Data generated on reports from the computer programs will be reviewed to ensure success.
5. Attendance records and bi-weekly assessment results for the Extended Day and pull-out services will be reviewed to monitor student progress.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Improve student performance in mathematics.

Needs Assessment

The 2005 Florida Comprehensive Assessment Test (FCAT) Mathematics results indicate that 75 percent of students tested made learning gains and 57 percent achieved high standards in mathematics. The results reflected a six percent increase in students achieving high standards when compared with the 2004 test scores. However, 43 percent of the student population in grades three through five scored below the state-mandated criteria, with 51 percent of students in grade three, 52 percent of students in grade four, and 51 percent of students in grade five scoring at Level 1 or 2. A content area analysis of the results in grades three through five reflects a need for improvement in the Number Sense area. Participation rate was 100 percent for the 2004-2005 Florida Comprehensive Assessment Test (FCAT). Specific data from the Adequately Yearly Progress Report indicates that 50 percent of the students at Earlington Heights Elementary School scored at or above grade level in the 2005 FCAT Mathematics Test. Additionally, students identified under the NO CHILD LEFT BEHIND Act met federal standards by scoring at or above grade level as follows: 47 percent in the African-American, 61 percent in the Hispanic, 50 percent in the Economically Disadvantaged subgroups. The 2006 school performance in mathematics will need to show a ten percentage point increase in students achieving high standards in order to meet the state required level of performance.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 62 percent of the students reaching the state required mastery level as documented by scores of the 2005 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Model school wide to increase student achievement in mathematics.	Administrator	08/08/05	05/24/06
Align Instructional Focus Calendar for grades kindergarten through five with the District's suggested Mathematics Long-Range Plans and the Scott Foresman Mathematics series to improve student achievement.	Administrator	08/08/05	05/24/06
Provide computer-assisted instruction for students in grades kindergarten through five, using software i.e. SuccessMaker Enterprise, FCAT Explorer, Brainchild, Destination Math and Compass Learning as additional practice of the five mathematics strands.	Computer Lab Teacher	08/08/05	05/24/06
Provide daily practice for students in grades kindergarten through five, on basic operations, to develop mental mathematics skills.	Lead Teacher	08/08/05	05/24/06
Provide Extended Day tutorial services to students scoring at Levels 1 and 2 in all subgroups, utilizing Houghton Mifflin Math Central Series, to provide intervention on the five strands.	Administrator	08/08/05	05/24/06
Implement daily activities, i.e. problem of the day, journal writing, and student-made mathematics dictionaries, to reinforce learned concepts and skills for students in grades kindergarten through five.	Lead Teacher	08/08/05	05/24/06

Research-Based Programs

The school will utilize the Scott Foresman Mathematics Series as the primary research-based program. In addition, Houghton Mifflin Math Central Mathematics series will be utilized for tutorial.

Professional Development

1. Provide professional development on data analysis to enable teachers to disaggregate data in order to implement differentiated instruction for all students.
2. Engage staff in professional development activities which are aligned to the Sunshine State Standards, particularly the assessed benchmarks on the five essential components of mathematics (number sense, measurement, geometry, data analysis, algebraic thinking) to enhance instruction.
3. Provide inservices training on the resources required for the implementation of the School Improvement Plan, i.e. SuccessMaker Enterprise, Riverdeep and Scott Foresman Mathematics to effectively implement the plan.
4. Provide inservice for mathematics teachers in utilizing the FCAT Mathematics Item Specifications.

Evaluation

1. This objective will be evaluated by comparing scores on the 2006 FCAT Mathematics Test to the 2005 FCAT Mathematics Test.
2. Results from the tri-weekly strand assessments of students in grades one through five will be reviewed to monitor progress.
3. Attendance records and bi-weekly assessment results for the Extended Day and pull-out services will be reviewed to monitor student progress.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Improve student performance in writing.

Needs Assessment

The 2005 Florida Comprehensive Assessment Test (FCAT) Writing results indicate that 92 percent of students in grade four scored at 3.0 and higher, and 90 percent scored 3.5 and higher, averaging 91 percent meeting high standards in writing. The 2006 school performance in writing will need to be maintained in order to demonstrate proficiency as defined by the NCLB.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 100 percent of the students achieving high standards on the 2006 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Model school wide to increase and maintain student achievement in writing.	Administrator	08/08/05	05/24/06
Align school wide Instructional Focus Calendar for students in grades kindergarten through five with the Houghton Mifflin Reading Series to increase student knowledge of expository and narrative writing.	Administrator	08/08/05	05/24/06
Implement after school Wednesday Writing Workshop for students in grade four who score below 4 in the quarterly prompt assessment, using the Florida Writing Assessment Practice Book that outlines keys to effective writing for the purpose of improving writing skills.	Grade Team Leader	08/08/05	05/24/06
Utilize bi-weekly prompts to implement intervention strategies in writing to remediate students who have been identified as the lowest performing, through small group instruction.	Administrator	08/08/05	05/24/06
Implement daily journal writing for students in grades kindergarten through five to provide practice in the writing process.	Administrator	08/08/05	05/24/06

Research-Based Programs

The school will utilize the Houghton Mifflin Reading Series as the primary research-based program.

Professional Development

1. Engage staff in professional development activities that are aligned to Sunshine State Standards and the FCAT writing rubric to promote writing proficiency.
2. Provide training on the resources required for the implementation of the School Improvement Plan, i.e. Writing Pictures, Project DRAW and Holistic Scoring utilizing the 6-point rubric to effectively implement the plan.
3. Provide inservice for Wednesday Writing Workshop utilizing strategies on keys to effective writing to enhance instruction.

Evaluation

1. This objective will be evaluated by comparing scores on 2006 FCAT Writing+ Test to the 2005 FCAT Writing+ Test.
2. Results from the quarterly assessments will be reviewed to monitor progress.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Improve student performance in Science.

Needs Assessment

The 2005 Florida Comprehensive Assessment Test (FCAT) Science results indicate that the fifth grade students made a 30 point increase as compared to the 2004 Florida Comprehensive Assessment Test (FCAT) from 2004. However, the mean score of 275 was below the District and State mean scores. The 2005 Florida Comprehensive Assessment Test (FCAT) Science content area analysis indicates that students in grade five scored 54 percent on the Physical and Chemical Science cluster, a zero percent increase; 54 percent on the Life and Environmental Sciences cluster, a zero percent increase; 42 percent on the Scientific Thinking cluster, an eight percent increase; and 46 percent on the Earth and Space Sciences cluster, a ten percent increase, when compared to the 2004 FCAT science test. The 2006 school performance in science will need to show increased gains to meet the District scores.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 286 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Model to increase student achievement in science.	Administrator	08/08/05	05/24/06
Align school wide Instructional Focus Calendar for grades kindergarten through five with the District's suggested Science Long-Range Plans and the Harcourt Brace Science series to improve student achievement.	Administrator	08/08/05	05/24/06
Provide computer-assisted instruction for students in grades four and five, using software i.e. Discovery Science, as additional practice of the science strands.	Computer Lab Teacher	08/08/05	05/24/06
Maintain butterfly garden on school grounds for students in grades kindergarten through five to provide hands-on experience in the following clusters: Scientific Thinking and Life/Environmental Science by observing and collecting data.	Grade 5 Team Leader	08/08/05	05/24/06
Implement the Academic Excellence Hands-On Science Program, for students in grades three through five meeting high standards of achievement, as an enrichment activity that emphasizes higher order thinking skills.	Grade 5 Team Leader	08/08/05	05/24/06
Host annual school wide Science Fair to showcase student acquired skills.	Science Fair Chair	08/08/05	05/24/06
Utilize the science lab with students in grades three through five to provide bi-weekly hands-on/inquiry-based investigations that promote higher order thinking skills.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

The school will utilize the Harcourt Brace Series as the primary research-based program. In addition, SuccessMaker and Riverdeep will be utilized as a supplemental resource.

Professional Development

1. Provide professional development training on data analysis to enable teachers to disaggregate information in order to implement differentiated instruction for all students.
2. Provide professional development training on the Scientific Thinking Strand to encourage Science Fair entries.
3. Provide inservice for science teachers utilizing the FCAT Science Item Specifications.

Evaluation

1. This objective will be evaluated by comparing scores on 2006 FCAT Science Test to the 2005 FCAT Science Test.
2. Results of the tri-weekly strand assessments will be reviewed to monitor progress.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase communication and parental involvement.

Needs Assessment

The results of the 2004-2005 Title I Parent Outreach Monthly School Report indicate that an average of five percent of all parents attended school sponsored events i.e. parent workshops, recognition programs and advisory meetings. The annual school's Open House had 510 parents in attendance, while the other activities throughout the year had an average of 18 parents in attendance. The 2005-2006 Title I Parent Outreach Monthly School Report will need to show a ten percent increase in the number of parents participating in school related activities as supporters, learners, and advisors, in order to promote student achievement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2005-2006 and the 2004-2005 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a Title One Parent Contract with parents to collaborate in the educational process by reinforcing Reading, Writing, Mathematics, and Science at home as well as participate in school-related activities.	Administrator	08/08/05	05/24/06
Increase participation of parents in the volunteer program through school wide recruitment.	Counselor	08/08/05	05/24/06
Plan, advertise and deliver monthly family support workshops to help equip parents with skills to assist in student achievement using the data gathered from the beginning of the year parent survey.	Parent Involvement Committee Chair	08/08/05	05/24/06
Encourage parents to participate in Educational Excellence School Advisory Council (EESAC) and Parent Teacher Association (PTA).	EESAC Chair	08/08/05	05/24/06
Provide opportunities for parents to complete a feedback survey after every school related event to ensure improvement of future events.	Community Involvement Specialist	08/08/05	05/24/06
Provide and maintain a parent resource center with instructional materials for check-out and use at home. Additionally, parents will be encouraged to use the resources available through the Parent Academy.	Community Involvement Specialist	08/08/05	05/24/06
Disseminate monthly parent newsletter/calendar, in students' home language, to include school related events, tests schedules, school policies and student/parent recognitions to improve home-school communications.	Administrator	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Engage the Community Involvement Specialist, school counselor, and EESAC Chair in professional development activities i.e. Customer Service, Community Involvement, Families Building Better Readers Overview and National P.T.A. Standard IV Overview to promote parental involvement.

Evaluation

- 1.This objective will be evaluated by comparing data from the 2005-2006 Title I Parent Outreach Monthly School Report to the 2004-2005 Title I Parent Outreach Monthly School Report.
- 2.Parental Involvement logs, sign-in sheets and surveys will be used to monitor progress monthly.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Improve student behavior.

Needs Assessment

Analysis of data indicates that one of the areas of need is to improve student behavior school-wide. This is evident through the report of Student Case Management. The report indicates that 191 students were referred for general disruptive conduct. An analysis of this report indicates a need for a decrease in the behaviors exhibited by the students. Decreasing negative behaviors will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of student referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a school-wide discipline plan to provide uniformity in expectant behaviors.	Administrator	08/08/05	05/24/06
Utilize COLOR Chart on a daily basis to monitor student behavior.	Administrator	08/08/05	05/24/06
Coordinate student participation in the Project Drug Abuse Resistance Education (DARE) Program to provide skills to avoid involvement in drugs, gangs and violence.	Administrator	08/08/05	05/24/06
Implement Youth Crime Watch Program to instill positive values, foster good citizenship and build self-confidence in students.	Youth Crime Watch Advisor	08/08/05	05/24/06
Implement School Safety Patrol Program to maintain a safe environment.	Safety Patrol Advisor	08/08/05	05/24/06
Provide one-on-one and group counseling for students with excessive number of Case Management referrals to improve behavior.	School Counselor	08/08/05	05/24/06
Implement Character Education in grades kindergarten through five to develop good citizenship.	Administrator	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

1. Provide professional development in Classroom Management, Functional Assessment Behavior, Positive Behavior Support and Creating a Customized and Highly Effective Classroom to promote a safe learning environment.
2. Provide "It Didn't Have to Happen" inservices to provide alternative choices.

Evaluation

1. This objective will be evaluated by comparing referral data from 2006 to the referral data from 2005.
2. Referrals will be reviewed quarterly by the discipline committee to provide further support to teachers and students.
3. Character Education logs will be reviewed monthly to monitor participation.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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<input checked="" 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 7 STATEMENT:

Increase student use of technology.

Needs Assessment

End of the year data on the usage of the SuccessMaker software for reading and mathematics indicates that students had a mean usage time of 20.7 hours. Furthermore, data also reflects that students in grade kindergarten had a usage mean time of 14.8, in first 16.8, in second 22.4, in third 25.8, in fourth 19.8 and in fifth 25. Technology resources will be used to enhance learning and promote use of technology, vitally needed to compete in our global economy.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of the SuccessMaker Program as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide inservice to teachers to stress the benefits of daily usage.	Administrator	08/08/05	05/24/06
Monitor the usage weekly to assist teachers on ways to increase usage.	Computer Lab Teacher	08/08/05	05/24/06
Provide incentives for students to encourage the use for the allocated time daily.	Administrator	08/08/05	05/24/06
Analyze 2004-2005 students' time-on-task results of SuccessMaker with individual teachers of reading and mathematics to identify target increase need.	Administrator	08/08/05	05/24/06
Utilize software for students in kindergarten for 7 minutes, grade one for 10 minutes, grade two for 12 minutes and grades three through five for 15 minutes in reading and mathematics to provide daily opportunities to utilize technology.	Computer Lab Teacher	8/8/2005	5/24/2006

Research-Based Programs

The school will utilize SuccessMaker Enterprise as the primary research-based program.

Professional Development

1. Provide professional development on the implementation and updates of the SuccessMaker Enterprise to encourage the its use as an enhancement for reading and mathematics achievement.
2. Provide professional development on computer access to increase comfort level of teachers.

Evaluation

- 1.This objective will be evaluated by comparing usage records from 2006 to those of 2005.
- 2.Time on task reports will be reviewed by the Technology Specialist to monitor progress and additional support needed.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Improve student health and physical fitness.

Needs Assessment

Based on the results of the 2004-2005 FITNESSGRAM, 82 percent of students in grades four and five had passing scores. These results indicate a need for students to continue to be more physically active and health conscious.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness skills as evidenced by a three percent increase in the number of award recipients.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education Team Leader	08/08/05	05/24/06
Provide daily activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance to promote physical fitness.	Physical Education Team Leader	08/08/05	05/24/06
Provide activities in order to prepare for the FITNESSGRAM: <ul style="list-style-type: none"> • one mile run • 20 curl-ups in one minute • 10 push-ups in one minute • Body stretching for flexibility 	Physical Education Team Leader	08/08/05	05/24/06
Provide activities that promote the attainment of knowledge in hygiene to raise health consciousness.	Physical Education Team Leader	08/08/05	05/24/06
Monitor the physical education program to ensure that teachers select activities, specifically related to assessment component items, which would enhance specificity of training.	Administrator	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Provide professional development in FITNESSGRAM and fitness activities.

Evaluation

1. This objective will be evaluated by comparing 2006 FITNESSGRAM results to the 2005 FITNESSGRAM results.
2. Pre- and post-test results will be reviewed to monitor progress.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Increase students' knowledge of a foreign language.

Needs Assessment

Based on the need to increase global understanding of cross-cultural issues, students would benefit from communicating in more than one language. The ability to communicate in more than one language contributes to an enriched, responsible and meaningful life.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language program in grades kindergarten and first, will increase by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Extended Foreign Language Program in grades kindergarten and one to promote knowledge of Spanish and the Hispanic culture.	Administrator	09/05/2005	05/24/2006
Provide five hours per week of Spanish language instruction to selected students in grades kindergarten and one to promote fluency.	Administrator	09/05/2005	05/24/2006
Participate in school and District bilingual competitions, to promote second language acquisition.	Lead Teacher	09/05/2005	05/24/2006
Provide extended hands-on experiences for students to increase cultural awareness through planned, relevant excursions outside the school setting.	Lead Teacher	09/05/2005	05/24/2006
Infuse International Curriculum throughout the school year to raise global awareness.	Lead Teacher	09/05/2005	05/24/2006

Research-Based Programs

The school will utilize the Muy Bien World Languages Program and the Pan y Canela World Languages Program.

Professional Development

1. Provide professional development on the implementation of the Extended Foreign Language Program to teachers implementing the program.
2. Provide training on the resources required for the implementation of the program.
3. Provide modeling and support, offered by the Bilingual and World Languages Department, to teachers implementing the program.

Evaluation

The objective will be evaluated by comparing the 2005-2006 Full Time Equivalent Report to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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<input type="checkbox"/>	<input 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 10 STATEMENT:

Earlington Heights 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 indicates that in 2003, Earlington Heights Elementary School ranked at the 6th percentile on the State of Florida ROI index.

Measurable Objective

Earlington Heights Elementary School will improve its ranking on the State of Florida ROI index publication from the 6th percentile in 2003 to the 11th 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.	Administrator	08/08/05	05/24/06
Collaborate with the district on resource allocation.	Administrator	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, i.e. private foundations, volunteer networks.	Administrator	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Administrator	08/08/05	05/24/06
Use student data to target specific areas for improvement and make purchases that will assist in improving student achievement	Administrator	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Earlington Heights Elementary School will show progress toward reaching the 11th 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:

An effort was made by the Educational Excellence Advisory Council (EESAC) to schedule a budget inservice. However, it was not feasible for the presenter. The council is awaiting confirmation on the budget training for the 2005-2006 school year. The EESAC reviewed procedures for school purchases and made fund allocation expenditures.

Training:

EESAC Chair attended EESAC Chairs' Workshop and shared information with EESAC members. Committee viewed the District video discussing elements of the Strategic Plan for EESAC and completed survey.

Instructional Materials:

EESAC allocated \$2000.00 to school's media center for use with matching funds program and approved funds for student enrichment activities.

Technology:

EESAC members had accessibility to download pertinent improvement data in the school's media center and computer lab to determine student achievement and Needs Assessment for the School Improvement Plan.

Staffing:

EESAC representatives participated in the interviewing process for new teachers.

Student Support Services:

EESAC representatives attended family support meetings and parent workshops. Funds were allocated to purchase special incentives for the recognition of student achievement.

Other Matters of Resource Allocation:

Not Applicable

Benchmarking:

Members of the EESAC met to review and conduct a needs assessment based on the effectiveness of the School Improvement Plan. An EESAC representative participated in the development of the Instructional Focus Calendar, outlining benchmark activities for grades kindergarten through five.

School Safety & Discipline:

Members of the EESAC addressed school safety concerns presented by members of the school community.

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