
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1721 - Everglades K-8 Center

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Doyleene Tarver

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Everglades K-8 Center

Everglades K-8 Center is located at 8375 S.W. 16 Street, in an urban, middle class area of southwest Miami-Dade County. The school is composed of two separate campuses within the same location. One campus houses the pre-kindergarten through fifth grade students; the other campus houses sixth through eighth grade students. The student body of approximately 1,222 is composed of 89 percent Hispanic, one percent Black, eight percent White, Non-Hispanic, and one percent Asian/Indian/Multiracial. A student body of this magnitude poses challenges with scheduling and space availability. To serve the needs of all students, a variety of programs are offered at the school. These programs include, Exceptional Student Education (ESE) including Gifted, English for Speakers of Other Languages (ESOL), Extended Foreign Language (EFL), Academic Excellence Program (AEP), advanced and honors classes among others.

The following objectives are identified to meet the needs of the students:

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

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through eight will improve their reading skills as evidenced by 44% 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 eight will increase their mathematics skills by five percent on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through eight will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades four and eight will maintain or increase their writing skills as evidenced by 95% of the students meeting high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grades five and eight will improve their science skills as evidenced by an increase in the mean scale score to 307 and 310 respectively as documented by the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the participation logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, the annual average of student attendance of 94.32 percent will be maintained or increased as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, 100 percent of teachers will use the electronic gradebook during the 2005-2006 school year.

Given instruction based on the mandated M-DCPS Physical Fitness Gram Standards, students in grades three through eight will improve their fitness level as evidenced by a combined average of 80 percent of the students receiving an award on the 2006 administration of the Fitness Gram.

Given emphasis on the benefits of participating in the Academic Excellence Program, the number of students enrolled will be increased by 10 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Everglades K-8 Center will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 69th percentile in 2003 to the 74th percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the two categories in need of improvement are "process management" and "strategic planning." These areas were selected because they ranked the lowest among the seven categories included in this survey. To improve in these areas, the administration will make available meeting opportunities for staff members to brainstorm ideas. This will improve communication and planning affecting staff work effectiveness and progress therein. Additionally, opportunities will also be provided for staff members to become aware of available resources and to express concern in an effort to develop and establish effective management.

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.

Everglades K-8 Center

VISION

As the architects of our future generation, we envision a future in which teaching is not constrained by walls or physical structures, where educators are not limited to classroom teachers and school staff members, and where students will transcend the conventional approach to education and be able to soar to their highest learning potentials.

MISSION

Through a strong, all-embracing leadership we, the faculty, parents, and community, create confidence and work collaboratively in guiding the instructional program; setting high expectations for all; providing encouragement and support to meet the school's goals and objectives; intensifying parental involvement; and providing all students unconditional, comprehensive support so that they can reach their highest potential.

CORE VALUES

In line with our district's core values, we strive for excellence in our pursuit to educate the whole child. We do this with integrity, consciously knowing that our best interest is in the well being of our students. With equity, we cultivate a supportive community of life-long learners. Most importantly, we emphasize the development of character and civic virtue- a commitment to democratic principles and important core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others that form the basis of good character skills and attitudes required to be a good citizen.

School Demographics

Everglades K-8 Center is located at 8375 S.W. 16 Street, in an urban, middle class area of southwest Miami-Dade County. The student body of approximately 1222 is composed of 89 percent Hispanic, one percent Black, eight percent White Non-Hispanic, and one percent Asian/Indian/Multiracial. Human resources at the school consist of a total of 134 full-time employees of various ethnic backgrounds. Approximately 16 percent of the total are male and 84 percent are female. Eighteen percent are white Non-Hispanic, 15 percent are Black Non-Hispanic, and 67 percent are Hispanic.

During the 2004-2005 school year, Everglades K-8 Center was awarded the prestigious Five Star School Award and the Golden School Award. In addition, the school was selected as a Reading First Grant Recipient. Furthermore, Everglades K-8 Center earned an "A" grade for the sixth time under the State of Florida's A+ Plan.

An analysis of the 2005 FCAT performance results indicate that 73 percent of students in grades three to eight achieved high standards in reading and mathematics. Additionally, all subgroups made Adequate Yearly Progress (AYP). Students in grades four and eight met high standards in writing as evidenced by an average of 96 percent of the students in these grades scoring 3 or higher in the FCAT writing test. The school's greatest challenge and opportunities for improvement is that 69 percent of SWD students did not meet the proposed proficiency target for reading or mathematics.

Everglades K-8 Center places school-wide emphasis on achievement in all academic disciplines based on the Sunshine State Standards, and the District's Competency-Based Curriculum as the framework for curriculum development and implementation. A variety of strategies are utilized in the classrooms to accommodate different learning styles, including those of SWD and LEP students. Students in the Gifted Program participate in challenging competitions such as Odyssey of the Mind, spelling bees, and the Annual Math Bowl Competition, in addition to participating in a part-time content-based gifted program. All students at Everglades K-8 Center are exposed to enriching and challenging instructional material designed to enhance their learning. However, an instructional challenge presents itself in differentiating instruction to meet the needs of such a great number and diverse population of students. An effective approach to teaching and learning is achieved with the use of positive reinforcement and celebration of small successes.

Through the Student Services Department, programs such as: Drugs Abuse Resistance Education (DARE), Conflict Resolution, Youth Crime Watch, Future Educators of America (FEA), Student Council, Proudly Resolving Our Unsettled Differences (PROUD), Character Education, Students Against Destructive Decisions (SADD), and Peer Mediation have been implemented to compliment and enhance the overall curriculum.

Everglades K-8 Center extends leadership opportunities to all faculty, parents, community members, and students. The Educational Excellence Student Advisory Council (EESAC) includes representatives from each group and is involved in the decision-making process for the school, including, but not limited to making recommendations for the allocation of monies used for instructional materials and staff development. Input from all groups is considered essential to the success of the school.

Professional growth opportunities are continuously provided for all staff members to enhance educational practices. Information is disseminated among the staff through weekly, collaborative planning sessions, bi-weekly faculty meetings, monthly calendars, and weekly curriculum bulletins. Active participation and on-going communication are encouraged in meeting the needs of the students.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the school ranked 4.3 under the leadership category. The survey results indicate a strong leadership that creates an environment that supports collaboration and team effort among all stakeholders. The leadership team shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

The Organizational Performance Improvement Snapshot (OPIS) survey suggests that a more aggressive approach should be utilized to involve all employees in the implementation of the school's mission, vision and core values in alignment with the district's strategic plan. The Continued Improvement Model (CIM) will be applied in all efforts to provide the faculty and staff with opportunities for involvement in the effective operation of short-term and long-term plans. Participation in faculty, grade-level, and EESAC meetings to examine, understand, and integrate the school's goal and objectives and ensure alignment with the total school program will be encouraged. This approach will help improve communication and planning affecting staff work effectiveness and progress therein. Additionally, opportunities will also be provided for staff members to become aware of available resources and to express concern in an effort to develop and establish collaborative and all-inclusive strategic planning school-wide.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, it is evident that the faculty and staff recognize the importance of establishing and maintaining an alliance with its customers and stakeholders. In addition, the employees analyzed the services provided and use the results to develop action plans to better meet the students' needs; thus, ensuring customer satisfaction and loyalty.

Faculty & Staff:

Teacher Mentoring Programs

Mentoring cultivates the professional development of new, as well as veteran teachers. Through this process, teachers have the opportunity to help others, improve themselves, benefit from new ideas, and develop mutual respect.

New teachers receive orientation by the district immediately preceding the beginning of school. At the school site, a professional growth team is formed to provide these teachers with guidance and support, including but not limited to, implementing and monitoring instructional approaches, modeling lessons, sharing curriculum updates, providing opportunities to reflect/discuss ideas, planning lessons, engaging in professional conversations, and learning about performance and assessment.

This team is composed of administrative personnel, beginning teachers, teachers new to the school, and mentor teachers who work collaboratively to enhance the quality of teaching and learning in the school. Furthermore, grade level teachers and subject area teachers also form a team guided by the grade level/department head chairpersons. Through this team, on-going collaboration and support is provided to effectively meet the academic, as well as the social/emotional, and physical needs of all students.

Additionally, a literacy leadership team is also in place to ensure implementation of the reading curriculum, assess professional development needs of staff (including mentoring and data analysis and interpretation at the classroom level, and develop action plans that addresses curricula and professional development needs. This team is formed by all administrative staff, reading coaches, EESAC chairperson, UTD steward, media specialist, ESE teacher, ESOL teacher, a mentor from primary, intermediate, and intensive reading, language arts, mathematics, social studies, and science chairpersons.

Also, the Professional Assessment Comprehensive Evaluation System (PACES), as well as Professional Development Plans (PDP) are tools to assist both administrators and teachers in ascertaining that required professional and academic standards are met.

Data/Information/Knowledge Management:

An analysis of the Organizational Performance Improvement Snapshot (OPIS) survey indicates that school personnel analyze data pertaining to their professional status, professional development, and Professional Development Plans (PDP) to make decisions to meet the organization's mission, vision, and core values. To facilitate this process, pertinent student information is disseminated and analyzed through a collaborative approach to effectively plan, align, and monitor student performance.

Education Design:

Education Design:

Extended Learning Opportunities

All students scoring a Florida Comprehensive Achievement Level 1 or 2 in reading and/or mathematics will be provided with additional learning opportunities to meet their needs. These will include during-school, before, and after-school intensive tutorial intervention in the specific area(s) of need. The during-school intervention program will adhere to district guidelines for third-grade students, and provide adequate intervention for all other students in the above-referred category. The before and after-school tutorial program will provide one hour of small group instruction three times per week. Research-based instructional material and strategies will be utilized to deliver and monitor instruction during the intervention period that shall run from August 2005 through May 2006.

School Wide Improvement Model

The school will incorporate the Continuous Improvement Model (CIM) in all efforts school-wide. This model consists of a systematic four-step process for making improvements in services. The cycle includes: Plan - for changes to bring about improvement, Do - changes on a small scale first to try them, Study - to see if changes are working, and Act - to obtain the greatest benefit from changes (PDSA). Using this data-driven, results-oriented improvement model, the school will address improving teaching and learning through disaggregating data to guide instruction. Instructional time lines will be utilized to structure learning. Also, classroom teachers will provide enrichment activities to enhance higher-order thinking skills for students who may benefit. This PDSA model integrates with the philosophies of both Total Quality Management (TQM) and Effective Schools Research.

In addition to the PDSA model, the school will integrate character education school-wide as an intervention model to develop and support the positive character and related behavior of all students, staff, and community. The school will use the monthly core character education values adopted by the School Board of Miami-Dade County. According to The What Works Clearinghouse administered by the Department of Education, "Character education is based on the premise that teaching for character is essential for the success of a democratic society." Furthermore,

the State of Utah Office of Education (USOE) states that "Quality character education helps schools create a safe, caring and inclusive learning environment for every student and supports academic development." Based on this, and other extensive research in the field of character education, the character education approach used at Everglades K-8 Center focuses on a caring school community with a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed, not only as members of a school community, but as effective members of society. Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement, and the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects (Northwest Regional Educational Laboratory, 1990). Therefore, the character education model implemented at the school will also engage families and community members as partners in the character-building effort by inviting them to participate in the school as guest speakers and school volunteers.

Performance Results:

The 2005 Organizational Performance Improvement Snapshot (OPIS) submitted by the faculty and staff indicates favorable results in all seven categories. The survey results from the Student Climate Survey (SCS) and the Parent Climate Survey (PCS) also indicate the students and stakeholders' satisfaction in relation to the organization's service performance. Everglades has received an "A" rating six times in the past seven years due to high student performance.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve student performance in reading.

Needs Assessment

The overall analysis of students' achievement on the 2005 FCAT Sunshine State Standards (SSS) in Reading indicate that 73 percent of students in grades three through eight scored at Level 3 or higher, with the greatest percentage of students at Level 3. The test results of the 2005 FCAT Reading Developmental Scale Score show that a significant percent of students matched to the 2004 FCAT in grades four through eight made learning gains. Seventy-four percent of students overall made a year's worth of progress in reading, and 87 percent of struggling readers also made significant learning gains equivalent to at least a year of progress. Moreover, at least 50 percent or more of the students in the lowest 25 percentile also made learning gains in reading. Limited English Proficient (LEP) students surpassed the proficiency target for Adequate Yearly Progress (AYP) by nine percentage points in the percentage of students scoring at or above grade level in reading. Students with Disabilities (SWD) did not meet the proficiency target, but the percentage of students not reading at or above grade level was reduced by 14 percent over 2004, thus making AYP via Safe Harbor under No Child Left Behind (NCLB).

Overall, with the exception of grade three, the school performed better than the district and state in the percentage of students who scored Level 3 or above in reading. Analysis of the mean developmental scale score and the mean scale score show a result greater than the district and state for all grades except grade three, and a score equal to the district but less than the state in the mean scale score for grade four. Generally, grade five was most successful in all areas with an average of 75 percent in points earned by content clusters across the board. It is interesting to note that district-wide and state-wide grade five was also the most successful in all areas.

On an average, the content cluster in which students demonstrated the greatest strength is Main Idea/Purpose. The 2005 FCAT Norm-Referenced Test(NRT) in Reading shows that grade eight was the most successful of all grades across the board, and grade three the least successful on an average. Moreover, grade eight performed higher than the district and state in all subtests except in the Initial Understanding subtest, where students earned equal points when compared to the state. Generally, all grades except grade three either earned more points or matched the points earned by the district and/or state across the board.

Except for grade eight, there is much fluctuation on the percentage of mean points earned for each subtest within each grade level and across the grades. In the FCAT SSS the students' strengths and weaknesses also fluctuate within the grade and from grade to grade, but at a lesser degree than with the FCAT NRT. Grade five shows the highest and most balanced achievement of all the grades. In both cases, the FCAT SSS and NRT, however, the areas of challenge are inconsistent and scattered throughout the grade levels. For example, the average of the mean points earned in the Critical Analysis subtest fluctuates up and down from grade three through seven, presenting itself more challenging in some grades and not in others. The same analysis applies to Reference/Research. It is interesting however, how in both the FCAT SSS and NRT the percentage of mean points earned by content finds a moderate balance in grade eight.

The test scores revealed that the median National Percentile Rank (NPR) for grades three, five, six, and eight are above the district and state. Grade four and seven ranked higher than the district but lower than the state. It merits noticing that when compared to the national mean points earned by content area on the FCAT NRT, all grades performed equal to or better than the nation in all areas and grade levels, except grade six students who scored below the nation in the Literary and Interpretation subtests only.

Looking at all grade levels, it is evident that there is ample opportunity for improvement in all of the competencies tested in each content cluster and subtests of the SSS and NRT respectively. Nevertheless, some areas present greater challenges than others at different grade levels. The students in grades three through seven encountered their greatest challenge with Words/Phrases and Reference/Research, while for grade eight the challenging areas are Main Idea and Comparisons.

It is evident that we need to pay attention to the areas at each grade level where students need the most support. But if we ought to improve the achievement level of all students, it is crucial that we directly, explicitly, and systematically strengthen students' knowledge and skills in all competencies by teaching the full scope of every benchmark at every grade level. This will allow students to have a strong basis to continue their academic development as they go from grade to grade, and consequently close the achievement gap. No matter how we look at the data, or whether or not there is improvement, we find inconsistency in students' performance from grade to grade.

It would appear that we focus more in certain areas and abandon others or touch upon them lightly at different grade levels. The school's greatest challenge, however, continues to be meeting the needs of the SWD students. In spite of all efforts with intervention strategies to target the needs of these students, they still did not meet the proficiency target of 37 percent or more students scoring at or above grade level in reading. Although the percentage of students reading below grade level was reduced from last year by 14 percent, this is still a matter of great concern for the administration and the teachers. Therefore, new avenues will be pursued to improve instruction and provide opportunities for these students to make greater progress so that they can reach proficiency levels. These findings suggest gaps in the instructional continuum that may be caused by a variety of reasons some of which are hereinafter cited.

One reason already mentioned is that the full scope of every benchmark must be taught at all grade levels, paying particular attention to the competencies or benchmarks where students are less successful. Another cause may be the need to enhance understanding of the Sunshine State Standards benchmarks to utilize strategies and develop activities and assessments that are directly aligned to each benchmark. Possibly, teachers have relied too much on publishers' assessments that claim but are not consciously or comprehensively aligned with the standards causing gaps to occur. Moreover, attention should be paid to aligning, mapping, and calibrating curriculum. This is a delicate

and time-consuming task, but it can be ameliorated or improved with the use of research-based programs, technology, and professional development in the areas of strategic teaching, data analysis, and teamwork. Additionally, there may be a need for teachers to engage more in professional conversations that explore and reflect upon the teaching and learning that is taking place within each grade and from grade to grade so that they may effectively target the areas of need and contribute to closing the achievement gap that is so obviously reflected in our test scores in spite of making learning gains, meeting achievement criteria, and making AYP.

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 checked="" 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 eight will increase their reading skills by five percent on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through eight will improve their reading skills as evidenced by 44% 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
Collect, analyze, and disseminate data to target students' needs.	Curriculum support team	8/8/2005	5/24/2006
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Curriculum support team	8/8/2005	5/24/2006
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to interpret assessment result to provide explicit and systematic instruction that will improve student learning.	Administration, District, school support personnel	8/8/2005	5/24/2006
Conduct and analyze results of screening and progress monitoring to implement differentiated instruction that targets the diverse needs of students.	Administration, curriculum support team	8/8/2005	5/24/2006
Provide immediate intensive intervention using research-based programs to increase student achievement.	Administration, Reading Leader	8/8/2005	5/24/2006
Utilize the District's approved research-based core curriculum program to improve student achievement.	Curriculum support team	8/8/2005	5/24/2006
Intensify all instructional strategies for SWD and LEP students to increase their opportunities to make learning gains and achieve proficiency levels.	Administration	8/8/2005	5/24/2006
Provide extended opportunities to increase student achievement, such as small-group tutoring before and after school for Level 1 and 2 students.	Administration, Reading Leader	8/8/2005	5/24/2006

Research-Based Programs

- Houghton Mifflin Reading for grades three through five
- Bridges of Literature for grades six through eight
- Voyager Passport
- Early Success
- Soar to Success
- READ 180
- READ XL
- Quick Reads
- Waterford
- Ellis Kids
- Fast ForWord

Professional Development

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment
- Effective utilization of Progress Monitoring Recording System (PMRS)

To enhance instructional delivery:

- Training and on-going support in the effective utilization of new research-based state-adopted literacy program specifically aligned to the Sunshine State Standards.
- Training and on-going support in the effective utilization of research-based intervention programs
- Training and on-going support in the utilization of reading “best practices” strategies in teaching and learning, such as reciprocal teaching
- Training and on-going support Project CRISS (CREating Independence through Student-owned Strategies)

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate screening, diagnostic, progress monitoring, and district interim assessments as follows:

- The final outcome/success of this goal will be evaluated by the 2006 administration of the FCAT Reading test.
- Interim student progress evaluating the impact and effectiveness of selected strategies, including that of the tutorial program, will be monitored utilizing the following assessment tools:
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Oral Reading Fluency (ORF)
 - District interim assessments

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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 2 STATEMENT:

Improve student performance in mathematics.

Needs Assessment

The overall analysis of students' achievement on the 2005 FCAT Mathematics Sunshine State Standards (SSS) indicates that 73 percent of students in grades three through eight scored at or above grade level, with the greatest percentage of students at Level 3, except for grade five with the greatest percentage of students at Level 4.

The data measured by developmental scale score show that a significant percentage of students in grades four through eight matched to the 2004 FCAT SSS Mathematics administration, made learning gains.

Seventy-six percent of students in grades three through eight made at least a year's worth of progress in mathematics. Limited English Proficient (LEP) students surpassed the proficiency target by six percentage points in the number of students scoring at 44 percent or above in mathematics. Students with Disabilities (SWD) did not meet the proficiency target but the percentage of students not at grade level or above in mathematics was reduced by 10 percent over 2004, thus making Adequate Yearly Progress (AYP) via safe harbor under No Child Left Behind (NCLB).

Overall, the students performed better than the district and state in the percentage of students who scored Level 3 or above, except for grade three which did score higher than the district but lower than the state. The data from the FCAT Mathematics (SSS) show that grade four was the most successful based on the averaged percentage of the mean points earned in all content areas, with grade seven being the least successful using the same criteria. The content areas showing relatively more consistency in the average of percentage points earned are Number Sense and Data Analysis. Measurement, geometry, and algebraic thinking show much fluctuation and inconsistency from grade

to grade.

The test scores of the FCAT NRT reveal a progressive, positive increase from grade to grade in the mean scale scores. Even when the same progress is true for the district and state, grades five through eight scored higher than both the district and state. The test scores for the National Percentile Rank (NPR) show that grades three through seven ranked within the average range together with the district and state. Grade eight ranked above average, while the district and state remained within the average range.

The FCAT 2005 Norm-Referenced (NRT) in mathematics show that grade three was the most successful of all grades across the board, and grade six the least successful on an average. Nevertheless, grades seven and eight performed better than or equal to the district and state in mean points earned by content in all areas. In fact, all grades performed better than or equal to the district and state in all content areas. Notwithstanding the above, there is lack of balance in the content of this body of science within each grade level. For example, in grade three, there is a nice balance among Patterns/Relationships/Algebra, Data/Statistics/Probability, and Geometry/Measurement. But when comparing these three to Number Sense and Operations, there is great discrepancy in the mean points earned. The same comparison can be seen with other content areas within each grade level. The content area in which all grades show more balance of knowledge and skills is Geometry and Measurement, with grade three showing the highest achievement. Grade six demonstrates to be the most challenged by the competency standards in all areas.

Overall, when comparing the 2005 and 2004 FCAT mathematics scores, the percentage of students meeting high standards increased by four percentage points, and by three percentage points in the percentage of students making learning gains. The school's greatest challenge, however, continues to be the SWD students who, in spite of making learning gains sufficient to meet AYP requirements, did not meet the proficiency target in mathematics. This is a great concern since this target is higher in the 2006 FCAT. The findings suggest that more emphasis needs to be placed on aligning curriculum and assessment through screening and progress monitoring, and in using the results to improve student learning. These results are, in fact, the basis for differentiated instruction based on students' needs. Additionally, there must be more interaction on these matters among teachers of the same grade levels and between grade levels in order to close the gaps in academic achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
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Measurable Objective

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Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through eight will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collect, analyze, and disseminate data to target students' needs.	Curriculum support team	8/8/2005	5/24/2006
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Curriculum support team	8/8/2005	5/24/2006
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to interpret assessment result to provide explicit and systematic instruction that will improve student learning.	Administration, District, school support personnel	8/8/2005	5/24/2006
Conduct and analyze results of screening and progress monitoring to implement differentiated instruction that targets the diverse needs of students.	Curriculum support team	8/8/2005	5/24/2006
Provide immediate intensive intervention using research-based programs to increase student achievement.	Curriculum support team	8/8/2005	5/24/2006
Intensify all instructional strategies for SWD and LEP students to increase their opportunities to make learning gains and achieve proficiency levels.	Administration, curriculum support team	8/8/2005	5/24/2006
Apply "best practices" strategies in the teaching of mathematics to promote students' achievement.	Administration, curriculum support team	8/8/2005	5/24/2006
Provide extended opportunities to increase student achievement, such as small-group tutoring before and after school for Level 1 and 2 students.	Administration, curriculum support team	8/8/2005	5/24/2006

Research-Based Programs

- Houghton Mifflin Mathematics, 2004 Edition
- Glencoe, 2004 Edition

Professional Development

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment

To enhance instructional delivery:

- Training and on-going support in the effective utilization of research-based intervention programs
- Training and on-going support in knowledge of Sunshine State Standards strands, problem-solving abilities, written explanation of problem-solving reasoning, and the ability to judge whether an answer is reasonable
- Training and on-going support in the utilization of mathematics “best practices” strategies in teaching and learning, such as questioning and differentiated instruction.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate screening, diagnostic, progress monitoring, and district interim assessments as follows:

- The final outcome/success of this goal will be evaluated by the 2006 administration of the FCAT Mathematics test.
- Interim student progress evaluating the impact and effectiveness of selected strategies, including that of the tutorial program, will be monitored utilizing the following assessment tools:
 - District interim assessments
 - Pre and post tests

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Improve student performance in writing.

Needs Assessment

The FCAT Writing results show that 96 percent and 97 percent of students in grades four and eight scored 3 or above, with a mean combined score of 4.0 and 4.1 respectively.

When compared to the district and state, both grades did better, with the greatest percentage of students earning between 3.5 and 4.5 points combined.

Generally, both grades performed well, with grade five having the greatest percentage of students scoring 4 in the six-point rubric of the FCAT 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 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 four and eight will maintain or increase their writing skills as evidenced by 95% of the students meeting high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Administration	8/8/2005	5/24/2006
Provide many opportunities for students to engage in different kinds of writing throughout the curriculum, such as writing explanations, writing reports, writing plays, etc.	Administration, Reading Leader	8/8/2005	5/24/2006
Apply "best practices" strategies in the teaching of writing to promote students' achievement, paying particular attention to key elements: focus, organization, and support.	Administration, curriculum support team	8/8/2005	5/24/2006
Intensify all instructional strategies for SWD and LEP students to improve their writing skills.	Administration, Reading Leader	8/8/2005	5/24/2006
Analyze students' writing to target areas of needs.	Administration, Reading Leader	8/8/2005	5/24/2006
Implement and maintain a daily journal to provide daily writing practice and self-expression.	Administration, Reading Leader	8/8/2005	5/24/2006
Implement a quarterly writing contest to promote and showcase students' best writing pieces.	Administration, Reading Leader	8/8/2005	5/24/2006

Research-Based Programs

-Houghton Mifflin Core Reading Series (Writing Component)

Professional Development

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook

To enhance instructional delivery:

- Training and on-going support of the writing process, particularly to teachers new to grades 4 and 8.
- Training and on-going support in the utilization of “best practices” strategies in writing.
- Training and on-going support with strategies that would enhance student performance on the newly added component of the FCAT Writing test.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate screening, progress monitoring, and district interim assessments as follows:

- The final outcome/success of the goal will be measured by the 2006 FCAT Writing administration.
- Interim evaluation or progress monitoring will be measured by pre/post tests, and quarterly FCAT writing simulations.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 4 STATEMENT:

Improve student performance in science.

Needs Assessment

The results of 2005 FCAT Science Sunshine State Standards show a mean scale score of 302 and 305 for grades five and eight respectively. In both cases, the school performed better than the district and state.

When analyzing the mean points earned by content, the students in grades five and eight either performed equal to or better than both the district and state in all the content areas.

Grade five demonstrated most success in the areas of Physical and Chemical, and Life and Environmental science, while grade eight's greatest strength was Life and Environmental content.

Overall, grade five performed better across the board than grade eight. It appears from the score than the areas needing more attention for both grades is Earth and Space.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades five and eight will improve their science skills as evidenced by an increase in the mean scale score to 307 and 310 respectively as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collect, analyze, and disseminate data to target students' needs.	Curriculum support team	8/8/2005	5/24/2006
Align all performance improvement efforts to the Continuous Improvement Model (CIM) through the implementation of the Plan-Do-Study-Act.	Curriculum support team	8/8/2005	5/24/2006
Provide professional development for teachers and support personnel to enhance their content knowledge and skills and their ability to target instruction.	Administration, District, school support personnel	8/8/2005	5/24/2006
Utilize the District's approved research-based core curriculum program to improve student achievement.	Curriculum support team	8/8/2005	5/24/2006
Conduct and analyze results of screening and progress monitoring to implement differentiated instruction that targets the diverse needs of students.	Administration, Curriculum support team	8/8/2005	5/24/2006
Intensify all instructional strategies for SWD and LEP students to increase their opportunities to make learning gains and achieve proficiency levels.	Administration	8/8/2005	5/24/2006

Research-Based Programs

-McGraw-Hill Science Series, 2000 Edition

-Glencoe Science Voyages

-Holt Modern Earth Space Science

Professional Development

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment

To enhance instructional delivery:

- Training and on-going support in the utilization of science “best practices” strategies in teaching and learning.

Evaluation

The evaluation component will include the FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress-monitoring tool.

- The final outcome/success of this goal will be evaluated by the 2006 administration of the FCAT Science test.
- Interim evaluation or progress monitoring will be measured by district interim assessments.

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 checked="" 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 5 STATEMENT:

To provide comprehensive, well planned, and long lasting opportunities that will actively engage parents in the physical, social, emotional, and academic education of their children.

Needs Assessment

Although parental involvement increased during the 2004-2005 school year, more effective and active parental involvement continues to present a challenge for the school. This effectiveness refers to the direct engagement of parents working with their children at home to support the school's effort to have students achieve not only academically, but also in helping them develop socially in positive ways.

In analyzing parent volunteer logs, participation rosters, communication logs, and Parent/Teacher/Student Association (PTSA) membership from the 2004-2005 school year, the school finds that the greatest strength of parental involvement is parent volunteers, Open House Night, and PTSA membership enrollment. Notwithstanding that these are valid ways of parental involvement, they are less active and episodic in nature.

Through needs assessment surveys many parents have expressed their concern with not knowing what to do when it comes to helping their children at home with academic work. They have also expressed the need for knowledge and skills in all suggested areas in the survey such as "help with reading," "help with mathematics," and redirecting behavior," among others. The survey also includes an area for parents to suggest topics of interest to them. Literally, one or two parents have made suggestions—it almost appears as if they don't know what it is they need to know more about. In any event, the number of parents participating in workshops intended to meet the expressed needs continues to be insignificant when compared to the total student population. Parents who are more receptive to participate in this kind of activity are those of students in the very early grades such as Kindergarten and grade one.

Less than .03 percent of parents with children in grades four through eight attend activities to help them participate effectively in their children's academic and social/emotional growth. Through informal, personal conversations with parents, many said that they are not aware of activities at school, even though these activities are announced via the school newsletter, flyers, and school parent calendar, which are sent home periodically with students.

If the school's mission is to educate the whole child, without a doubt securing a strong and active partnership with parents is an indispensable and crucial component of the task at hand. As we reflect upon this issue, it may be that the school needs to intensify and/or enhance its communication efforts with parents. One way this could be accomplished is in utilizing an automatic telephone service that will call parents two or three times before a workshop is to take place. Another way could be creating a phone tree by parents at different grade levels to make sure that all are informed of upcoming events, particularly those directly connected with helping parents help their children at home. Also inviting parents to share their experiences with strategies they have used successfully in helping their children at home. Additionally, implementing a lending library of videos and books on topics of interest and other related topics could help parents whose work schedule impedes them to directly participate in school activities, or who are intimidated by traditional participation. Moreover, having other indirect ways to reach out to parents such as racks with publications conspicuously placed about the school would assist in our efforts to involve parents.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5 percent increase in parental and community interaction as evidenced by comparing the participation logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct survey to assess parents' needs.	Administration	8/8/05	5/24/2006
Maintain a Parent Resource Center with booklets offering information on how to help their children with different academic areas.	Administration, PTA	8/8/05	5/24/2006
Develop and implement a video-lending library to provide parents with information and strategies to help their children improve their academic as well as their social/emotional skills.	Administration, PTA	9/1/2005	5/24/2006
Issue all parent communication effort in the two predominant areas at school, English and Spanish.	Administration	8/8/05	5/24/2006
Offer on-going workshops to enhance parents' ability to help their children at home with academic as well as social/emotional development.	Administration, curriculum support team	8/8/05	5/24/2006
Develop and implement a monthly home learning student/parent log for a "parent-of-the-month" award.	Administration, curriculum support team	10/10/2005	5/24/2006
Encourage parents attendance to school events by providing free child-care, refreshments, raffles.	Administration, curriculum support team	8/8/05	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Coordinate with school-site, Parent-Teacher-Student Association, and district support personnel to provide professional development and on-going support and resources on the topic of parental involvement.

Evaluation

The evaluation component will include sign-inlogs as follows:

Number of parents signing the participation logs during 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Improve student attendance.

Needs Assessment

The annual attendance report indicates a 94.32 percent attendance average for the 2004-2005 school year. Daily attendance directly correlates with the students' academic success. Therefore, it is imperative to establish a system that encourages and motivates students to attend school daily.

The school team must work collaboratively with the student body and parents to emphasize the importance of attendance and its direct correlation with academic performance. The attendance incentive program works to provide encouragement for those students who are actively complying with the daily attendance requirements. Further, the program serves as a motivator for those at risk students who consistently are absent or tardy. The ongoing communication with parents via telephone and conferences will further assist in attaining the school's goal.

Measurable Objective

Given an emphasis on a safe and orderly environment, the annual average of student attendance of 94.32 percent will be maintained or increased as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide individual and group counseling for at-risk students.	Student Service Personnel	10/10/2005	5/24/2006
Conduct family/team conferences to address ongoing attendance difficulties.	Student Service Personnel	9/1/2005	5/24/2006
Monitor daily attendance via homeroom to ensure compliance.	Administration, Student Service Personnel	10/10/2005	5/24/2006
Develop and implement an attendance incentive program to provide ongoing encouragement and motivation to the students.	Administration, Student Service Personnel	10/3/2005	5/24/2006
Work collaboratively with parents to ensure program success and ongoing communication.	Administration, Student Service Personnel	8/8/2005	5/24/2006
Facilitate school-based meeting in accordance with the Truancy Intervention Program.	Administration Student Services Personnel	8/8/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by Students Services support personnel:

To support and facilitate accountability in the area:

- Data analysis of the quarterly principal reports on regular attendance.
- Data analysis of the quarterly principal reports on exceptional attendance.
- Data analysis of the quarterly principal reports on truant attendance.
- Effective utilization of electronic grade book attendance component

To enhance instructional delivery/student achievement

- Training and on-going support in knowledge of the attendance requirements as delineated by the district and state standards.
- Training and on-going support in the implementation of the Attendance Incentive Program.
- Continuous monitoring of the students' attendance.

Evaluation

The evaluation component will include year-end attendance reports, but will also incorporate progress monitoring as follows:

The final outcome/success of this goal will be evaluated as follows:

- 2005-2006 year-end reports on attendance.

Interim evaluation (progress toward goal) will be measured as follows:

- Attendance Incentive Program
- District quarterly attendance reports

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

Improve the use of technology school-wide.

Needs Assessment

Practice and research has shown that computer and network-based technology can significantly enhance teachers' ability to manage and guide the learning process. Additionally, it supports accountability and facilitates and encourages communication among district, administration, teachers, and parents. Therefore, in alignment with the district initiative on technology, an electronic gradebook will be introduced and implemented during the 2005-2006 school year.

Measurable Objective

Given an emphasis on the use of technology in education, 100 percent of teachers will use the electronic gradebook during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training in the use of the electronic gradebook.	Administration Media Specialist	10/3/2005	5/24/2006
Monitor the use of the electronic gradebook	Administration	10/3/2005	5/24/2006
Ensure that all teachers have classroom access to the electronic gradebook.	Administration, Media Specialist	10/3/2005	5/24/2006
Ensure continued functionality and accessibility to the local area network (LAN) for effective use of the program.	Media Specialist, technology support personnel	10/3/2005	5/24/2006
Provide on-going support for all teachers.	Administration, Media Specialist	10/3/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by technology support personnel:

To support and facilitate accountability in the areas of performance and assessments, and align curriculum and instruction:

- Data analysis of weekly assessments
- Data analysis of interim assessments

To enhance instructional delivery:

- Training and on-going support in the effective utilization of the electronic gradebook

Evaluation

The evaluation component will include teachers on-going reporting of students' grades through the electronic gradebook to ITS.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 8 STATEMENT:

Improve students' physical fitness and health.

Needs Assessment

An analysis of the M-DCPS Physical Fitness Testing Report, shows that a combined average of 75 percent of student in grades three through eight received a Fitness Gram award in 2005. After analyzing the test scores and results, it was determined that the areas in need of improvement are abdominal strength and endurance, pushups, and the one-mile run.

Measurable Objective

Given instruction based on the mandated M-DCPS Physical Fitness Gram Standards, students in grades three through eight will improve their fitness level as evidenced by a combined average of 80 percent of the students receiving an award on the 2006 administration of the Fitness Gram.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a monthly log to record student's progress	Administration	9/1/2005	5/24/2006
Conduct parent workshop to promote physical fitness and awareness.	Administration	9/1/2005	5/24/2006
Maintain an increased level of physical fitness and awareness.	Curriculum support team	9/1/2005	5/24/2006
Encourage students to meet the standards of physical fitness set by the Physical Fitness Gram.	Administration	9/1/2005	5/24/2006
Develop and implement after-school physical fitness activities program.	Administration	9/1/2005	5/24/2006
Develop a Wellness Fair to encourage students to participate in physical fitness activities.	Administration, curriculum support team	9/1/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development opportunities and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development):

To support and facilitate accountability in the areas of performance and assessment, and to align curriculum and instruction:

- Effective utilization of data analysis – Continuous Improvement Model (CIM)
- Effective utilization of electronic gradebook
- Effective utilization of Edusoft computer-based assessment

To enhance instructional delivery:

- Monthly Physical Education workshops
- Attend the 56th Annual FAHPERDS Conference in Orlando on October 14 and 15, 2005.

Evaluation

The evaluation component will include the Fitness Gram Standards Test, but will also incorporate progress-monitoring as follows:

- The final outcome will be measured by administration of the 2006 Fitness Gram Standards Test.
- Interim evaluations will include quarterly administration of the Fitness Gram Test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Increase the number of students participating in the Academic Excellence Program.

Needs Assessment

Research indicates that providing students with opportunities for additional academic challenge and rigor, and offering them an alternative educational setting, may stimulate interest and enhance their motivation in learning. In this type of environment students are afforded instruction that focuses on thorough or new explanations of a concept or skill thus enhancing their problem-solving and critical thinking abilities.

A decrease in the number of students qualifying for the gifted program indicates a need to intensify our efforts to promote the benefits of programs such as the Academic Excellence Program (AEP).

Measurable Objective

Given emphasis on the benefits of participating in the Academic Excellence Program, the number of students enrolled will be increased 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
Promote the AEP program through flyers and newsletters.	Administration	10/3/2005	5/24/2006
Provide instruction that will build interest and curiosity in the AEP program.	Administration	10/3/2005	5/24/2006
Enhance the AEP program to enrich students' abilities and natural talents.	Administration	10/3/2005	5/24/2006

Research-Based Programs

Not applicable.

Professional Development

Professional development and support will be provided in the following areas to ensure the implementation of the School Improvement Plan and impact student achievement (as scheduled by the District's Office of Professional Development, and/or in-house by curriculum support personnel:

To support and facilitate accountability in the areas of performance and assessments, and align curriculum and instruction:

- Data analysis of weekly assessments
- Data analysis of interim assessments

To enhance instructional delivery:

- Training and on-going support in providing differentiated instruction for advanced students

Evaluation

The evaluation component will include student participation rosters.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Everglades K-8 Center will rank at or above the 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003, Everglades K-8 Center ranked at the 69th percentile on the State of Florida Return on Investment Index (ROI).

Measurable Objective

Everglades K-8 Center will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 69th percentile in 2003 to the 74th percentile on the next publication of the index.

Action Steps

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

Research-Based Programs

Not applicable.

Professional Development

Not applicable.

Evaluation

The evaluation component will include the State of Florida Return On Investment Index (ROI) Report for the 2005-2006 school year.

EESAC Compliance

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

Budget:

The EESAC recommended that monies allocated by the State to be used for materials, equipment, and staff training that will address students' needs and enhance students' academic performance.

Training:

The EESAC recommended that attendance and promotion of parent/teacher workshops, as well as staff development be increased.

Instructional Materials:

The EESAC recommended that they have the opportunity to preview textbooks, computer software, and other supplies that will enhance the academic achievement of all students.

Technology:

The EESAC recommended the use of funds to enhance existing technology in order to compliment instructional activities.

Staffing:

The EESAC recommended that funds be appropriated for additional staffing as the need arises.

Student Support Services:

The EESAC recommended the continuation of the collaborative effort of the school counselors, the psychologist, the speech therapist, the social worker, and the community involvement specialist in meeting students' individual needs.

Other Matters of Resource Allocation:

The EESAC members made recommendations as to the use of additional allocations for instructional materials, personnel, and supplies.

Benchmarking:

The EESAC recommended that students be monitored on an ongoing basis in order to ensure the effectiveness of recommended materials and services.

School Safety & Discipline:

The EESAC members discussed safety and discipline concerns and make recommendations to the safety committee.

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