
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1841 - Flagami Elementary School

FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Myra Silverstein

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Flagami Elementary School

Flagami Elementary represents a predominantly Hispanic community with 81% of students on free or reduced price meals. Currently, Flagami Elementary is identified as a school receiving Title 1 funding with 592 students in grades prekindergarten through grade five, including those in the Bertha Abess Children's Center who are identified as severely emotionally disturbed. Flagami's population is composed of 5% White, 94% Hispanic, 0.5% Black, and 0.5% Asian/Multiracial. Programs offered at Flagami Elementary include in house gifted and Academic Excellence Program (AEP). Staff has analyzed information pertaining to the improvement of Flagami Elementary School, namely: FCAT scores, student achievement as reflected in our Academic and Demographic School Profile, and Blueprint 2000-2005 Goals (School to Career, Effective Learning Environment, and Efficient Management Practices). Results from previous years' School Improvement Plan were incorporated into this plan. The staff at Flagami, in cooperation with the Educational Excellence School Advisory Council, has identified measurable objectives as the school's 2005-2006 action plan for school improvement.

Given instruction using the Sunshine State Standards, students in Grades 3-5 will improve their reading skills as evidenced by 82% in the number of students scoring FCAT achievement level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, a minimum of 72% of students in grades 3-5 will achieve a level 3.0 or higher on the 2006 administration of the FCAT Mathematics Test

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by a minimum of 87% of students scoring at or above FCAT achievement level 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their knowledge of basic science skills and concepts as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

Given the following strategies over the 2005-2006 school year, parents will show an increased participation in their child's education as evidenced by a 5% increase in the number of parents in attendance as compared to the 2004-2005 school year.

Given the need to facilitate high achievement, Flagami Elementary School will increase the ranking on the 2006 End of the Year Percentage of Attendance Report by .5%.

Given instruction in technology, students in grade 2 will improve their score on a site generated pre/post computer literacy test by 3 points with the pre test administered in the fall of 2005 and post test in the spring of 2006.

Given instruction in physical education, students in grades 2-5 will increase by 3% the baseline average number of curl-ups by comparing fall and spring curl up subtest FITNESSGRAM scores.

Given instruction within the area of drama, the self esteem of students participating in Drama Club will improve by 5% as indicated by Hare Self Esteem Scale administered in Fall, 2005 and Spring, 2006.

Flagami Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2003 to the 90th percentile on the next publication of the index.

To achieve these objectives, the administration, staff, and community have planned and together are implementing the following measures: continuing literature-based reading, timed readings, journal writings using writing prompts, creative book writing, writing portfolios, tutorial math activities, hands-on laboratory activities, staff development for improving teacher competencies in computer technology, and grade level planning to support these activities. Strategies are designed for all students including Limited English Proficient and Exceptional Education Students. These activities will complement our mission for growth and excellence in all areas of the curriculum and foster each student's potential in the pursuit of becoming lifelong learners.

An analysis of the results of the Organizational Performance Improvement Snapshot survey indicates a need for an increased emphasis in the area of Process Management related to getting all of the necessary resources. In addition, within the area of Business Management there is a need for teachers to increase their knowledge of the financial aspects of the organization. These areas have been selected based upon receiving the lowest scores and will be addressed throughout the school year through the implementation of professional conversations in grade level, faculty, department chairpersons and Curriculum Council meetings.

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.

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School Demographics

Flagami Elementary represents a predominantly Hispanic community with 81% of students on free or reduced price meals. Currently, Flagami Elementary is identified as a school receiving Title 1 funding with 592 students in grades prekindergarten through 5. Flagami's population is composed of 5% White, 94% Hispanic, 0.5% Black, and 0.5% Asian/Multiracial.

Pedagogy: Flagami Elementary, a Title 1 school, provides educational services based on the Sunshine State Standards to students in grades prekindergarten through five, including those in the Bertha Abess Children's Center, who are identified as severely emotionally disturbed. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities. School-to-home connections are fostered by the many shared experiences of school and home.

Human Resources: Flagami Elementary School is staffed by 62 full time and 17 part-time employees. Of this group, 2 are administrators, 1 reading coach, 32 classroom teachers, 14 exceptional education teachers, 1 guidance counselor, 4 classroom paraprofessionals, 1 media specialist, 4 clerical, 11 cafeteria workers, 1 micro system technician, 1 community involvement specialist, 1 security monitor, and 6 custodial workers. Ethnic composition of the staff includes 27% White, 55% Hispanic and 18% Black. Eight staff members for the year 2005-2006 are new to Flagami.

Student: Flagami Elementary School is a neighborhood school with a current enrollment of 592 students. Of these, 52% are Limited English Proficient (LEP) students. Since 81% participate in the government's free/reduced lunch program, this factor indicates a high percentage of economically disadvantaged students. The ethnic/racial makeup of the student population is 5% White Non-Hispanic, 94% Hispanic, 0.5% Black Non-Hispanic, and 0.5% Asian/Multiracial. Due to the relatively low income bracket of the community, students are in need of support to secure the basic resources that will enable them to participate more fully in accomplishing educational/social goals.

Learning: Flagami Elementary has identified several issues concerning challenges in student learning. Among these are the following: Flagami students are moderately mobile and a sector of the student population has been identified as having reoccurring attendance problems. Feedback from the school's profile indicates a 21% mobility rate. Ninety-three percent of Flagami's students are speakers of other languages. Therefore, additional time is required for students to retain and master new skills. Eighty-one% of Flagami's students are on free or reduced price meals. Many children have no access to the Internet or Flagami's website at home due to socio-economic conditions.

Flagami Elementary School has received state recognition in the form of Performance Pay and the Florida School Recognition Award in 2005.

School Foundation

Leadership:

We scored 4.6 points out of 5 possible points on the survey. This puts us at 92% in the leadership category. We foster excellence in our students and faculty by keeping open lines of communication. We base all decision making on facts and the stakeholders involved.

District Strategic Planning Alignment:

We scored 4.4 out of 5 possible points (88%) on the strategic planning portion of the survey. This is a very high score. Our input is asked for and valued during faculty, grade level, EESAC, Curriculum Council, and committee meetings.

Stakeholder Engagement:

We scored 4.4 out of 5 possible points (88%) on the Customer and Market Focus section of the survey. We use the testing data in part to drive our decisions but we never lose sight that our students are individuals who need help in areas specific to them.

Faculty & Staff:

We scored 4.4 out of 5 possible points (88%) on the Human Resources section of the survey. Having a small faculty allows us to work closely with each other. This enables us to form strong interpersonal working relationships.

Data/Information/Knowledge Management:

We scored 4.5 out of 5 possible points (90%) on the Measurement/Analysis, and Knowledge Management section of the survey. We use the district data when making smaller instructional groups in order to better serve our students (customers). We use diagnostic/prescriptive software with our students (Lexia and Learning Today).

Education Design:

We scored 85% when combining the Process Management and Business sections of the survey. Budget and staffing information is shared regularly at faculty, EESAC, Curriculum Council, and grade level meetings for the purpose of clarity and input.

Performance Results:

This section will analyze additional areas that this process has impacted. (i.e. suspensions, drop-out rate)

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in grades K-5 will master Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 35% of students in grades 3–5 scored at achievement level 1 or 2 on the 2005 administration of the FCAT Reading Test. Scores indicate that third grade students' mean scores by strand during the 2004–2005 school year were: Word Phrases 3 (a 4 point decrease), Main Idea/Purpose 14 (a 4 point increase), Comparisons 5 (a 6 point decrease), Reference/Research 3 (no change). Scores indicate that fourth grade students' mean scores by strand during the 2004-2005 school year were: Word/ Phrases 5 (no change), Main Idea/Purpose 18 (a 4 point increase), Comparisons 13 (a 4 point decrease), Reference/Research 1 (1 point decrease). Scores indicate that fifth grade students' mean scores by strand during the 2004-2005 school year were: Word/Phrases 6 (a 1 point increase), Main Idea/Purpose 14 (a 2 point increase), Comparisons 10 (a 1 point increase), Reference/Research 3 (a 2 point increase).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grades 3-5 will improve their reading skills as evidenced by 82% in the number of students scoring FCAT achievement level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to invite guest readers from the community to enhance reading skills.	Reading Coach	8/8/2005	5/24/2006
Track students' progress using Accelerated Reader.	Reading Coach and Teachers	10/11/2005	5/1/2006
Infuse technology through the use of Learning Today to emphasize reading skills in accordance with the Comprehensive Research Reading Program.	Teachers	8/8/2005	5/24/2006
Participate in the Achieve program designed to forecast how students will score on the FCAT while implementing the Continuous Improvement Model.	Administrators and Teachers	8/8/2005	5/1/2006
Develop an Academic Improvement Plan for all students receiving grades below a "c". Meet with parents and students to discuss strategies to help improve grades.	Teachers	8/8/2005	5/24/2006
Provide tutoring to identified students in all subgroups that will address remediation in the Sunshine State Standards and monitor progress.	Administrators and Tutors	8/8/2005	5/1/2006

Research-Based Programs

Houghton-Mifflin Reading series and other research-based programs to support the core curriculum include Learning Today, SRA Reading Laboratory, and CRISS strategies.

Professional Development

Staff members will participate in professional development training for the following areas: Project Bear, Project Owl, Project Draw, DIBELS, CRISS Training, Learning Today and Accelerated Reader.

Evaluation

The evaluation that will be used consists of the Achieve Program Test and the 2006 FCAT Reading Test.

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.)

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

GOAL 2 STATEMENT:

Students in grades K-5 will master Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 40% of students in 3-5 scored at achievement level 1 or 2 on the 2005 administration of the FCAT Mathematics Test. Scores indicate that third grade students' mean scores by strand during the 2004-2005 school year were: Number Sense 6 (a 1 point decrease), Measurement 5 (no change), Geometry 4 (a 1 point decrease), Algebraic Thinking 3 (no change), Data Analysis 5 (a 1 point increase). Scores indicate that fourth grade students' mean score by strand during the 2004-2005 school year were Number Sense 6 (no change), measurement 5 (a 1 point increase), Geometry 4 (no change), Algebraic Thinking 4 (a 1 point increase), Data Analysis 4 (a 1 point increase). Scores indicate that fifth grade students' mean score by strand during the 2004-2005 school year were Number Sense 5 (a 1 point decrease), measurement 5 (a 1 point decrease), Geometry 7 (a 1 point increase), Algebraic Thinking 6 (a 1 point increase), Data Analysis 7 (a 2 point increase).

NCLB SUBGROUP TARGET

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Measurable Objective

Given instruction using the Sunshine State Standards, a minimum of 72% of students in grades 3–5 will achieve a level 3.0 or higher on the 2006 administration of the FCAT Mathematics Test

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the Washington Mutual Students' Savings Account Program.	Community Involvement Specialist	10/17/2005	5/15/2006
Participate in school wide Math Logic Puzzles.	Teachers	8/8/2005	5/15/2006
Implement Inclusion program.	Teachers	8/8/2005	5/24/2006
Infuse technology through the use of Learning Today to emphasize Math skills.	Teachers	8/8/2005	5/24/2006
Participate in the Achieve program designed to forecast how students will score on the FCAT while implementing the Continuous Improvement Model.	Administrators and Teachers	8/8/2005	5/24/2006
Provide Math tutorial intervention programs for identified students in the lowest 25%. Monitor and evaluate progress.	Administrators and Tutors	10/17/2005	5/1/2006
Develop an Academic Improvement Plan for all students receiving grades below a "c". Meet with parents and students to discuss strategies to help improve grades.	Teachers	8/8/2005	5/24/2006

Research-Based Programs

Harcourt-Brace Math series and other research-based programs to support the core curriculum will include Learning Today and SRA Mathematics Laboratory.

Professional Development

Teachers will participate in District provided workshops to discuss mathematics strand strategies.

Evaluation

The evaluation that will be used consists of the Achieve Program Test and the 2006 Mathematics FCAT Test.

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.)

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

GOAL 3 STATEMENT:

Students in grades K-5 will master the elements of the writing for the Expository/Narrative Writing based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that 27% of students in grade four scored 3.5 or lower on the 2005 FCAT Expository Writing Test (a 24% decrease over the 2004 Test administration). Scores indicate that 26% of students in grade 4 scored 3.5 or lower on the 2005 FCAT Narrative test (a 26% decrease over the 2004 Test administration).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by a minimum of 87% of students scoring at or above FCAT achievement level 4.0 on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide monthly opportunities for students to respond to prompts utilizing the writing process.	Teachers	8/8/2005	5/19/2006
Participate in District/Title 1 Writing contests.	Reading Coach and Teachers	8/8/2005	5/24/2006
Administer a mid-year writing assessment.	Teachers	8/8/2005	5/24/2006
Develop an Academic Improvement Plan for all students receiving grades below a "c". Meet with parents and students to discuss strategies to help improve grades.	Teachers	8/8/2005	5/24/2006
Provide remedial assistance to identified fourth grade students emphasizing the writing process. Monitor and assess progress utilizing the Continuous Improvement Model.	Tutors	10/17/2005	5/24/2006
Provide professional development in writing techniques and in the holistic scoring rubric.	Administrators and Teachers	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Reading series/writing component. Additionally, research-based programs to support the core curriculum include the Creating Independence through Student-owned Strategies.

Professional Development

The majority of the teachers in grades 3-5 at Flagami Elementary School have attended the Creating Independence through Student-owned Strategies (CRISS) training, provided by the District.

Evaluation

The evaluation that will be used consists of the 2006 FCAT Writing Plus Test and district-based Pre/Post Tests.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grades K-5 will master the components based on their grade level guidelines mandated by the Sunshine State Standards.

Needs Assessment

Scores indicate that grade 5 students' mean points by strand were: Physical and Chemical 8 (1 point increase), Earth and Space Science 7 (2 point increase), Life and Environment 8 (no change), and Scientific Thinking 7 (2 point increase). After analyzing current data, it was concluded that fifth grade students need to continue to improve their skills in all areas in order to meet state standards for the 2007-2008 implementation by improving our 297 mean score to 300 on the 2005 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their knowledge of basic science skills and concepts as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Practice and apply the scientific method culminating in a school-wide Science Fair.	Teachers	8/8/2005	5/24/2006
Administer a fifth grade FCAT-based pre/mid/post science assessment.	Teachers	8/8/2005	5/24/2006
Utilize technology and equipment to enhance students' acquisition of Sunshine State Standards in Science.	Teachers	8/8/2005	5/24/2006
Administer a pre/post science vocabulary assessment to grades 3-5. Adjust instructional focus as identified in pre-test.	Teachers	8/8/2005	5/24/2006
Provide professional development in the use of FOSS kits.	Administrators and Teachers	8/8/2005	5/24/2006

Research-Based Programs

Harcourt-Brace Science series and FOSS kits.

Professional Development

Staff members will participate in professional development training for the following areas: FOSS Kit workshop and Division of Mathematics and Science Education workshops.

Evaluation

The evaluation that will be used consist of the 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

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

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

GOAL 5 STATEMENT:

Parental involvement will increase to enhance students' motivation.

Needs Assessment

Results from the 2004-2005 parent attendance logs indicate the need for an increase in parental involvement by 5% from a present 2,000 parents to minimum 2,100 parents.

Measurable Objective

Given the following strategies over the 2005-2006 school year, parents will show an increased participation in their child's education as evidenced by a 5% increase in the number of parents in attendance as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide quarterly Parent/Teacher conferences to review the progress of students on Academic Improvement Plans.	Teachers	8/8/2005	5/24/2006
Provide parent training regarding implementation of the Student/Parent Guardian and School Compact Agreement.	Teachers	8/8/2005	5/24/2006
Provide parent training regarding implementation of the Student/Parent Guardian and School Compact Agreement.	Teachers	8/8/2005	5/24/2006
Promote Parent Teacher Association events held at school through written notification.	Administrators	8/8/2005	5/24/2006
Implement "Family Night" to provide parents with curriculum and subject area information.	Administrators	8/8/2005	5/24/2006
Meet with third grade parents to provide information regarding No Child Left Behind Act and requirements for third grade promotion.	Administrators and Teachers	8/8/2005	5/24/2006

Research-Based Programs

National PTA Standards for Parent/Family Involvement Programs and U.S. Department of Education.

Professional Development

Staff members will promote and participate in school-wide events. In addition, qualified personnel from the Bilingual Parent Outreach Program/Community Involvement Specialist (CIS) will offer monthly inservices to promote educational issues pertaining to our student population. Furthermore, they will provide technological assistance to the parents and community members. The Parental/Community Resource Center will house an array of informational booklets and brochures to enhance home learning and intensify the connection between home and school.

Evaluation

The evaluation that will be used consists of the 2005-2006 Parent Attendance Logs from parent workshops, AIP meetings, PTA meetings, and special school programs and activities.

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.)

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

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

GOAL 6 STATEMENT:

The number of absentees will decrease through the establishment of a school-wide incentive program

Needs Assessment

As evidenced on the 2005 End of the Year Percentage of Attendance Report, Flagami Elementary shows a need for improvement.

Measurable Objective

Given the need to facilitate high achievement, Flagami Elementary School will increase the ranking on the 2006 End of the Year Percentage of Attendance Report by .5%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Have a weekly raffle for students with perfect attendance, no tardies and no early releases.	Homeroom Teachers	8/8/2005	5/24/2006
Implement a Timely Ticket Program to encourage punctuality.	Homeroom teachers	8/8/2005	5/24/2006
Display weekly grade level attendance banner awarded to top classes.	Grade level chairpersons	10/17/2005	5/24/2006
Have a quarterly competition per grade level for perfect attendance.	Administrators	10/17/05	5/24/2006
Notify parents of student's absences using the L & R Telecomputer services.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

Lee Canter's Assertive Discipline Plan and Succeeding with Difficult Students, 1998.

Professional Development

Staff members will participate in training of in-house incentive programs.

Evaluation

The evaluation will be the school's ranking on the 2006 Percentage Attendance Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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District Strategic Plan

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

GOAL 7 STATEMENT:

Students in grade 2 will improve their technology skills through weekly computer lab lessons.

Needs Assessment

Teacher observations in grade 2 indicated the need for increased knowledge of basic computer skills.

Measurable Objective

Given instruction in technology, students in grade 2 will improve their score on a site generated pre/post computer literacy test by 3 points with the pre test administered in the fall of 2005 and post test in the spring of 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Attend Computer Lab on a regular basis.	Second Grade Teachers	8/8/2005	5/24/2006
Utilize technology through Accelerated Reader and Learning Today.	Second Grade Teachers	8/8/2005	5/24/2006
Practice and drill on basic keyboarding and word processing skills.	Second Grade Teachers	8/8/2005	5/24/2006
Participate in web search activities.	Second Grade Teachers	8/8/2005	5/24/2006
Create a technology resource database with programs and appropriate websites for Flagami's use.	Microsystems Technician	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation that will be used are the results from the pre/post technology test.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Students' physical fitness in grades 2-5 will improve through participation in health and physical education programs.

Needs Assessment

Research indicates an increase in obesity among elementary children. The development of appropriate nutritional and behavioral patterns is important to reverse the trend of increasing fatness of our children. (Pate et al, 1985; Gortmaker et al, 1987; Lohman, 1992) Our focus in the physical education curriculum is to help our students achieve a level of activity and fitness associated with good health.

Measurable Objective

Given instruction in physical education, students in grades 2-5 will increase by 3% the baseline average number of curl-ups by comparing fall and spring curl up subtest FITNESSGRAM scores.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in daily PE classes.	Teachers	8/8/2005	5/24/2006
Have weekly one minute leg raises and crunch drills.	PE Teachers	10/17/2005	5/24/2006
Provide Biweekly visits from Miami Children's Hospital Health on Wheels bus.	School Counselor	8/8/2005	5/24/2006
Invite community guest speakers to enhance a healthy life style.	Community Involvement Specialist and Teachers	8/8/2005	5/24/2006
Participate in school wide field day and Jump Rope for Heart program.	PE Teachers	3/20/2006	5/24/2006

Research-Based Programs

The FITNESSGRAM program.

Professional Development

Staff members will participate in district-wide professional development training.

Evaluation

The evaluation that will be used is the pre/post subtest for curl ups of the FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Student participation in Drama Club will improve their self-esteem and language skills.

Needs Assessment

Based on the Hare Self Esteem Scale administered in Fall, 2005 a need for an increase in self esteem is indicated. Teachers observed that in previous years self esteem improved as a result of Drama Club participation.

Measurable Objective

Given instruction within the area of drama, the self esteem of students participating in Drama Club will improve by 5% as indicated by Hare Self Esteem Scale administered in Fall, 2005 and Spring, 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer pre/post self esteem survey.	Drama Club Sponsor	8/8/2005	5/24/2006
Engage students in developing vocabulary through the use of role-playing and scripts.	Drama Club Sponsor	8/8/2005	5/24/2006
Provide oral experiences to increase memorization and fluency.	Drama Club Sponsor	8/8/2005	5/24/2006
Utilize the skills assessment checklist.	Drama Club Sponsor	8/8/2005	5/24/2006
Participate in school drama productions.	Drama Club Sponsor	8/8/2005	5/24/2006

Research-Based Programs

Lee Canter's Assertive Discipline Plan and Succeeding with Difficult Students, 1998. Hare Self Esteem Scale, 1985.

Professional Development

Drama Club Sponsor will participate in professional development provided by Academic Excellence Program (AEP).

Evaluation

The evaluation will be based on the pre/post Hare Self Esteem Scale (Hare, B.R., 1985).

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Flagami Elementary School will rank at or above the 90th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Flagami Elementary School ranked at the 36th percentile in on the State of Florida ROI index.

Measurable Objective

Flagami Elementary School will improve its ranking on the State of Florida ROI index publication from the 36th percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Administrators	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.	Administrators	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Flagami Elementary School will show progress toward reaching the 90th percentile.

EESAC Compliance

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

Budget:

The EESAC has recommended that funds be utilized for tutorial services, as needed.

Training:

The EESAC recommended that there be professional training for Reading, Math, Writing, and Science.

Instructional Materials:

The EESAC has been involved in the purchase of computers, software, and program materials.

Technology:

The EESAC supports the administration's initiative to operate a Computer Lab to enhance the educational process.

Staffing:

The EESAC was made aware of tentative future grade level configuration changes, if deemed necessary for the 2005-2006 school year.

Student Support Services:

The EESAC supports the continuation of cooperative consultation for teachers and parents.

Other Matters of Resource Allocation:

The EESAC has been greatly involved with the community volunteers and Dade Partners. Flagami Elementary is in collaboration with local schools of higher education in order that perspective teachers can experience field services and/or internships at this school.

Benchmarking:

The EESAC had input during their monthly meetings to recommend activities that would enhance the learning environment which would engage all faculty and staff.

School Safety & Discipline:

The EESAC has reviewed Flagami's school safety school-wide plan and the school's critical incidence response plan.

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