
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1881 - Henry M. Flagler Elementary School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Marie Izquierdo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Henry M. Flagler Elementary School

Henry M. Flagler Elementary School serves 825 prekindergarten through fifth grade students. Standard Curriculum students make up 43 percent of the student population, Students with Disabilities (SWD) make up 5 percent of the student population, and English for Speakers of Other Languages (ESOL) make up 51 percent of the student population. The ESE student population includes 41 Learning Disabled, 21 Gifted, 8 speech impaired, and 5 language impaired students. The ESOL population includes 126 students in Level 1, 96 students in Level 2, 74 students in Level 3, and 108 students in Level 4. Eighty-two (82) percent of students are economically disadvantaged. The ethnic/racial makeup of the student population is less than one percent African America, 97 percent Hispanic, and 2 percent White. The mobility rate of the school is 22. The Excellence School Advisory Council (EESAC) at Henry M. Flagler Elementary School analyzed needs assessment data, achievement of goals, and potential for growth relative to the objectives outlined in the School Improvement Plan (SIP) 2004-2005. These findings were then considered in conjunction with demographic and academic profiles, Florida Comprehensive Assessment Test (FCAT) results, Stanford Achievement Test (SAT-10) Results, and the School Report Card. Based on the information gathered, the following goals to improve student performance were determined:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 5 percentage point increase in the percent of students meeting high standards in reading on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will improve their mathematics skills as evidenced by an 8 percentage point increase to attain the No Child Left Behind (NCLB) requirements of 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2006 FCAT Writing Test as compared to the 2005 FCAT Writing Test.

Given instruction using the Sunshine State Standards, Limited Proficient Students in grade four will improve their writing skills as evidenced by a 1 percentage point increase to attain the NCLB requirements of 74 percent of students scoring at or above 3.5 on the 2006 FCAT Writing Test.

Given instruction in the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT Science Test.

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year as documented in parent sign-in logs.

Given the need to establish a safe learning environment, students in grades K-5 will demonstrate more effective skills in problem-solving and decision-making by a 1 percentage point decrease in Student Case Management Referral forms for violations of the Student Code of Conduct.

Given the need to increase the use of technology in the classroom, teachers will demonstrate more effective instructional technology skills as evidenced by meeting or exceeding the District average stage of teachers using technology on the Florida School Technology and Readiness Survey.

Given instruction on physical fitness, students in grades four and five will achieve an annual increase of 3 percent of award recipients as measured by the FITNESSGRAM.

Henry M. Flagler Elementary School will enhance the educational experiences of students by increasing the number of pupils enrolled in extracurricular activities by a minimum of a 50 percent increase as evidenced by school attendance logs.

Henry M. Flagler Elementary School will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 41th percentile on the next publication of the index.

The Educational Excellence School Advisory Council met with all stakeholders to develop specific strategies to support the School Improvement Plan (SIP) objectives. By ensuring a learning environment which maximizes the potential of each student, the Henry M. Flagler Elementary School community devotes its efforts to facilitating students becoming life-long learners. In an effort to determine the strengths and opportunities for improvement for the 2005-2006 school year, school staff members participated in the Organizational Performance Self-Assessment Survey. Results indicated that among the staff's top priorities are the need for teachers and paraprofessionals to provide feedback and input in the decision-making process in the workings of the school and the need for administration to communicate how well the organization is doing financially.

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.

Henry M. Flagler Elementary School

VISION

The faculty, staff, parents, and community of Henry M. Flagler Elementary School envision the school as a stepping stone in each student's education. We strive to meet individual needs being cognizant of diverse cultural backgrounds and personal experiences. We collaboratively promote an environment which enables students to acquire fundamental skills, knowledge, and values which will empower them to function in a global society.

MISSION

Henry M. Flagler Elementary School provides a safe, nurturing environment, which enriches lives, maximizes potential, and positively impacts literacy development. Our mission is to provide technologically enhanced educational opportunities, along with the delivery of research-based curriculum, in order to empower academic achievement and motivate excellence. As independent, life-long learners, our students will be well prepared to serve as responsible, productive citizens of the 21st Century.

CORE VALUES

Henry M. Flagler Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to a high quality of service, relationships, and communications; we believe that we should be a place of realized potential; and, we believe that our responsibility is to our students, to our employees, and to the community that we serve.

School Demographics

Henry M. Flagler Elementary School serves 825 prekindergarten through fifth grade students. Standard Curriculum students make up 43 percent of the student population, Students with Disabilities (SWD) make up 5 percent of the student population, and English for Speakers of Other Languages (ESOL) make up 51 percent of the student population. The ESE student population includes 41 Learning Disabled, 21 Gifted, 8 speech impaired, and 5 language impaired students. The ESOL population includes 126 students in Level 1, 96 students in Level 2, 74 students in Level 3, and 108 students in Level 4. Eighty-two (82) percent of students are economically disadvantaged. The ethnic/racial makeup of the student population is less than one percent African America, 97 percent Hispanic, and 2 percent White. Twelve percent of the grade 3-5 student body scored performance level 1 while 6 percent of the grade 3-5 student body scored performance level 2 on the 2005 FCAT Reading Test. Twelve percent of the grade 3-5 student body scored performance level 1, while 13 percent of the grade 3-5 student body scored performance level 2 on the 2005 FCAT Mathematics Test. The mobility rate of the school is 22.

Henry M. Flagler Elementary School employs a total of 70 full-time staff members and 34 part-time staff members. Of this group, 2 are administrators, 40 are classroom teachers, 1 is a guidance counselor, 5 are clerical employees, 4 are custodians, 4 are security monitors, 11 are cafeteria workers, 10 are paraprofessionals, 1 is a library media specialist, 1 is a community involvement specialist, and 1 is a Microsystems technician. Of the teaching staff, 12 percent are teachers new to this school, with the average length of time teaching at 15 years. Three teachers have earned national certification. Fifty-four percent have advanced degrees. The school staff ethnic ratios are as follows: 19 percent White non-Hispanic, 8 percent Black non-Hispanic, and 72 percent Hispanic.

Henry M. Flagler Elementary School was established in 1954 and is located on four acres in Miami-Dade County at 5222 NW 1st Street in Miami, Florida. The campus consists of 9 buildings and 15 relocatables including a 15,000 volume library media center. The school has four basketball courts, an art studio, a music suite, a 30-station computer laboratory, and is scheduled to open an additional 27 classroom modular building in the Fall of 2006. This 50 year old facility has been retrofitted to provide Internet access to all classrooms with a minimum of 3 computer stations and a laser printer in each, totaling over 400 computer work stations school-wide. Technologies that enhance the management of student data include electronic mail, a school web server, and several research-based computer assisted instructional programs. The school is scheduled to launch an electronic gradebook program in late 2005.

The annual student attendance percentage for the 2004 – 05 school year was 95.51 percent. Recognizing the unique needs of these key student groups, the school provides three Academic Excellence Programs components (chess, art appreciation, and drama), a Curriculum Content in the Home Language (CCHL) program for LEP students, a prekindergarten program for eligible 4 year olds, and in-house language arts through gifted program, and an after school care program which services over 140 students. In 2005-2006, the school is scheduled to become implement an Extended Foreign Language (EFL) Spanish Program in the 2005-2006 school year.

In 2002 and 2004, the school was awarded the Miami-Dade County Public Schools Gold Award for Performance Excellence and the Florida School Recognition Award. In 2005, all NCLB subgroups met adequate yearly progress with the exception of LEP students in the area of mathematics. The school grade designation is currently "B." Consequently, the school achieved provisional AYP status in 2005.

School Foundation

Leadership:

The school leadership team consists of the principal, assistant principal, literacy coach, EESAC Chairperson, and grade level chairpersons. Collaboratively, they set the direction for the school charting the course towards the vision and mission. The team creates a positive working environment through collaborative decision-making, regular progress monitoring, the development of Professional Learning Communities, and open lines of communication. Teachers and staff agree that the principal shares information about the organization and encourages on-going learning that enables school staff to advance in their careers.

District Strategic Planning Alignment:

The organization follows the tenants of the Continuous Improvement Model (CIM), setting reasonable goals and objectives, planning the implementation of best practices and strategies to achieve said goals, monitoring progress and analyzing data relevant to organizational goals, and modifying and revising programs and initiatives as needed. School stakeholders are integrally involved in developing school improvement efforts and planning professional development activities that support and forward school site goals and objectives.

Stakeholder Engagement:

School Site Climate Surveys indicate a high degree of satisfaction among school stakeholders. The school is rated a "B" by staff, students, and parents alike. Results indicate a resounding support of school efforts particularly in the areas of maintaining high academic standards, effective administrative personnel, and the availability of textbooks, equipment, and supplies needed for learning. In the 2004-2005 school year, parental and community involvement nearly doubled, with 68 percent of parents participating in an average of 1-3 activities in the year. Ninety-eight percent of parents feel that their child is getting a good education at this school.

Faculty & Staff:

The organization seeks to establish a team approach to the overall function of the School, encouraging collegiality and collaboration among faculty and staff members. Henry M. Flagler Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES manual. All annual contract teachers are assigned a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by them and the administrative staff. PGT members have participated in a comprehensive Professional Assessment and Comprehensive Evaluation System (PACES) training program and hold master degrees in their respective subject areas. The school reading coach and other National Board Certified teachers comprise this group. Scheduling accommodations are made for mentoring so that they can assist annual teachers in (1) lesson planning (plans are submitted for review to an administrator the week before implementation to assure well-planned teaching and learning experiences); (2) successful teaching practices (via collegial classroom visitations); and (3) rendering support that focuses on the successful completion of teaching requirements. Additional assistance is provided by administration during informal and formal classroom visitations. Regular follow-up is scheduled subsequent to formal workshops as well as peer coaching and the modeling of lessons. Teachers are further supported and mentored by grade level chairpersons. All grade groups benefit from a common planning period designed to provide time to plan collaboratively and communicate more effectively.

Data/Information/Knowledge Management:

The organization prides itself on its knowledge and ability to utilize data to monitor the progress of its employees, students, and school functions. Its staff regularly utilizes data collection for the purpose of evaluating program(s) effectiveness, student progress, and employee needs. Data/Information/Knowledge is shared through the frequent use of technology such as email, Student Performance Indicators (SPI), on-line surveys utilizing Share Point software, the maintenance of a school website as well as through frequent and deliberate instructional leadership team meetings, faculty meetings, and professional development.

Education Design:

The educational design of the school is predicated by certain processes that drive the function of the school. Among these are Extended Learning Opportunities for students and staff, the establishment of Professional Learning Communities, and the implementation of the Continuous Improvement Model. As a Title I school in need of improvement, the school participates in the District Approved Supplemental Educational Services (DASES) and Supplemental Educational Services (SES), offering students in need of assistance extended learning opportunities. Participating students are selected based on severity of need upon a careful and deliberate examination of data, including, but not limited to, FCAT scores, No Child Left Behind (NCLB) subgroups, Student Performance Indicators (SPI) reports, and progress monitoring benchmark tests. Students are also able to participate in the Academic Excellence after school enrichment program, and when funding is available, the school also conducts primary and intermediate Saturday Academies for low-performing students.

Performance Results:

An additional area that this process has impacted is the school-wide average daily attendance. In the 2004-05 school year, the school ranking on the Percentage of Attendance Report improved from 138 to 101 when compared to 2003-04.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Teacher candidates are selected from a district pool of eligible and pre-screened applicants. All applicants undergo a rigorous preliminary and final interview before a committee of their peers and administrators. Upon hiring, all new personnel take part in a new teacher orientation program at the school. All beginning teachers attend the 5-day New Teacher Orientation Program and are assigned a mentor teacher at the school. Beginning teachers are assigned a Professional Growth Team (PGT) whereby trained colleagues observe them “in action” and provide feedback utilizing the PACES. New personnel are provided with a welcome pack chock-full of school information and resources. They are treated to lunch with the principal and provided with an opportunity to ask questions. They receive monthly, the Educator newsletter and weekly Flagler Express, the school-wide newsletter. All teachers are provided with opportunities for Professional growth, encouraged to participate in local, state, and national conferences, and urged to seek advanced credentials ranging from advanced degrees to National Board Certification. The school is committed to the professional development of its entire staff and promotes this through the development of PDPs, monthly in-services on Best Practices, peer modeling and coaching, and the improvement of staff computer literacy.

• Highly Qualified, Certified Administrators:

The school principal is Marie Izquierdo. She is an innovative and self-motivated administrator with over ten years extensive leadership and managerial experience. She holds a Bachelor of Science Degree in Social Studies Education, as well as a Master of Science Degree in Educational Leadership. She is currently enrolled in dissertation credits at Florida International University where she hopes to complete her doctoral studies in Educational Leadership. She is a results-oriented individual with elementary, middle, and senior high school experience. She is a member of the Association for Supervision and Curriculum Development and the National Association for Elementary School Principals. Under her leadership, the school grade designation at Henry M. Flagler Elementary School improved from a “C” to a “B” – a 21 accountability point increase. She is a pioneer in this district in the areas of curriculum mapping and data-based decision making, often assisting her peers in analyzing students’ data at other schools and serving as a visiting team member in School Improvement Team efforts.

The school assistant principal is Maria Marzoa. Ms. Marzoa has 15 years of experience in the education field. Her degrees include a Bachelor and Master of Science in Elementary Education. In addition to those degrees, she has earned an Educational Leadership Certification at Nova Southeastern University. Her areas of expertise are in elementary curriculum and instruction. She is very highly motivated and pursues excellence in all her endeavors. Ms. Marzoa made a positive impact in increasing student achievement in grades 3-5 as evidenced by an increase in FCAT SSS Reading test results (9, 6 and 14 percentage points respectively) and in writing skills in grade 4 as evidenced by a 21 percentage point increase in FCAT Writing test results. Along with the school principal, this administrator continues to pursue further professional development by participating in the Annual ASCD Conference and District professional development opportunities such as the Summer Instructional Leadership Academy.

• Teacher Mentoring:

Henry M. Flagler Elementary School’s Teacher Mentoring Program adheres to the policies and procedures set forth in the district’s PACES manual. At the start of the school year, new teachers are identified and scheduled to participate in both district and school-sponsored orientations designed to familiarize them with Miami-Dade County’s policies and procedures and facilitate their success in their new positions. All new teachers are provided with the M-DCPS employee handbook, school procedural guide, and opening of school materials prior to the returning staff in order to

provide them with additional time to familiarize themselves with their contents . All new staff members are provided with a school tour, assigned a mentor teacher, and scheduled for frequent “coffees” with members of the administrative team. All annual contract and low-performing teachers are assigned a Professional Growth Team (PGT) comprised of members who are mutually agreed upon by them and the administrative staff. PGT members have participated in a comprehensive Professional Assessment and Comprehensive Evaluation System (PACES) training program and hold master degrees in their respective subject areas. The school reading coach and other National Board Certified teachers comprise this group. Scheduling accommodations are made for mentoring so that they can assist annual teachers in (1) lesson planning (plans are submitted for review to an administrator the week before implementation to assure well-planned teaching and learning experiences); (2) successful teaching practices (via collegial classroom visitations); and (3) rendering support that focuses on the successful completion of teaching requirements. Additional assistance is provided by administration during informal and formal classroom visitations. Regular follow-up is scheduled subsequent to formal workshops as well as peer coaching and the modeling of lessons.

• School Advisory Council:

The purpose of the Educational Excellence School Advisory Council (EESAC) of Henry M. Flagler Elementary School is to collaboratively define a vision and establish goals for improvement of student achievement. The EESAC works together with the principal in preparation and evaluation of the School Improvement Plan and fosters an environment of professional collaboration among the educational stakeholders of the school. The principal and the elected members of the EESAC use consensus management to improve student achievement in a collaborative fashion.

• Extended Learning Opportunities

As a Title I school in need of improvement, the school participates in the District Approved Supplemental Educational Services (DASES) and Supplemental Educational Services (SES), offering students in need of assistance extended learning opportunities. Participating students are selected based on severity of need upon a careful and deliberate examination of data including, but not limited to, FCAT scores, No Child Left Behind (NCLB) subgroups, Student Performance Indicators (SPI) reports, and progress monitoring benchmark tests. The students at Henry M. Flagler Elementary School are provided extended day services through the implementation of a before and after school tutorial program, an after school Academic Excellence Program (AEP), and a principal-operated After School Care Program. Furthermore, those students who receive remedial services during the school day in lieu of special areas (art, music, and physical education) are provided the opportunity to participate in the after school sports and art appreciation programs. When funding is available, the school also conducts primary and intermediate Saturday Academies for low-performing students.

• School Wide Improvement Model

Henry M. Flagler Elementary School utilizes the Continuous Improvement Model (CIM). This model is comprised of an 8-step data-driven process that assesses students on a regular basis for enrichment and remediation and promotes a professional learning community among stakeholders. These steps include: disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance, and monitoring of the progress. Curriculum Maps in grades K-5 have been developed by instructional staff to assist in the delivery of the Sunshine State Standards. Instructional Focus Calendars provide students and teachers with specific FCAT-tested SSS benchmarks foci which are assessed through the administration of school-site developed benchmark assessments. Students who fail to meet standards on said assessments receive additional support and remediation through maintenance lessons delivered before and after school as well as during the FLagler Accelerated Skill Hall – FLASH. This model is further supported through the professional development of the administrative team, school instructional leaders, and staff. School Climate Survey results as well as student state assessments results are utilized to monitor progress towards organizational goals and objectives with extensive monitoring of the components listed above by school administration.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Improve the Reading Comprehension Skills of all students.

Needs Assessment

Scores of the 2005 FCAT Reading Test indicate that 37 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 26 percent of students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 32 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in reading. Scores on the 2005 FCAT Reading Test indicate that 38 percent of students in grades three through five scoring in the lowest 25 percent by grade level have not demonstrated acceptable levels of learning gains in reading. Scores on the 2005 FCAT Reading Test indicate that 37 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 39 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 43 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate the 38 percent of Hispanic students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 40 percent of Economically Disadvantaged students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 48 percent of Limited English Proficient students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that 65 percent of Students with Disabilities in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Reading Test indicate that third and fifth graders experienced difficulty with items measuring mastery in the area of words/phrases and main idea/purpose, while fourth graders experienced difficulty with items measuring

words/phrases and reference/research.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 5 percentage point increase in the percent of students meeting high standards in reading on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll low-performing students in an additional hour of reading instruction through an enrichment block designed to provide intensive remediation in targeted deficient reading areas in a small-group setting.	Principal Literacy Coach	8/8/2005	5/24/2006
Utilize the reading components of existing instructional technology applications such as Waterford (kindergarten) and SuccessMaker (grades two and three).	Principal Microsystems Technician	8/8/2005	5/24/2006
Implement a before and after school tutoring program that will emphasize remediation in the Sunshine State Standards.	Principal Literacy Coach	8/8/2005	5/24/2006
Implement the FLASH (Flagler Accelerated Skill Hall) for benchmark specific interventions based on data from benchmark assessments.	Principal Resource Teachers	8/8/2005	5/24/2006
Provide research-based professional development opportunities to staff, utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Principal Literacy Coach	8/8/2005	5/24/2006
Utilize Accelerated Reader to monitor the independent reading of students and their progress as evidenced by Quarterly STAR assessments.	Assistant Principal Library Media Specialist	8/8/2005	5/24/2006
Incorporate Family Literacy Night to involve parents and motivate students to read.	Principal Literacy Coach	8/8/2005	5/24/2006

Research-Based Programs

The research-based program used is the Houghton-Mifflin State-Adopted Reading Series. Supplemental resources to be utilized include: Waterford, SuccessMaker, Read180, Voyager Passport, Soar to Success, and Early Success.

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as reciprocal teaching, data-driven decision making utilizing the Student Performance Indicators (SPI), Guided Reading, the Comprehensive Research-Based Reading Plan (CRRP) and K-12 Companion, FCAT QARs, FCAT Task Cards, and in-services on computer assisted instruction. Other professional development opportunities for staff will include the Association for Supervision and Curriculum Development, Summer Instructional Leadership Academy, the University of Miami Reading Conference, Just Read! Florida Conference, and district provided workshops throughout the school year.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test. Quarterly assessments will be conducted using the District-Developed Interim Assessment in Reading in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include teacher developed benchmark assessments utilizing FCAT Test Maker, DIBELS results, Accelerated Reader Teacher/School Reports, and formal observation records utilizing PACES.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Improve the Mathematics Skills of all students.

Needs Assessment

Scores on the 2005 FCAT Mathematics Test indicate that 53 percent of all students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 43 percent of students in grades three through four have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 40 percent of students in grades three through five have not demonstrated acceptable levels of learning gains in mathematics. Scores on the 2005 FCAT Mathematics Test indicate that 38 percent of students in grade three have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 62 percent of students in grade four have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 67 percent of students in grade five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 53 percent of Hispanic students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 56 percent of Economically Disadvantaged students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 58 percent of Limited English Proficient students in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that 71 percent of Students with Disabilities in grades three through five have scored below FCAT Achievement Level 3. Scores on the 2005 FCAT Mathematics Test indicate that third through fifth graders experienced difficulty with items measuring mastery in the area of algebraic thinking, data analysis, and number sense.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 3 percentage point increase in the percent of students meeting high standards on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades three through five will improve their mathematics skills as evidenced by an 8 percentage point increase to attain the No Child Left Behind (NCLB) requirements of 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a before and after school mathematics tutoring program that will emphasize remediation in the Sunshine State Standards for students scoring at Achievement Level 1 and 2 on the 2005 FCAT Mathematics Test.	Assistant Principal	9/1/2005	5/24/2006
2. Implement the FLASH (Flagler Accelerated Skill Hall) for benchmark specific interventions based on data from benchmark assessments.	Resource Teacher	9/2/2005	5/24/2006
3. Provide research-based professional development opportunities to staff utilize current resources, mentoring, modeling of lessons, and training in differentiated instructional approaches designed to support the implementation of the Sunshine State Standards.	Assistant Principal	8/8/2005	5/24/2006
5. Utilize instructional technology applications such as FCAT Mechanics, Riverdeep, and FCAT Explorer to monitor student progress during Lunch Bunch with low-performing students in grades 3-5.	Resource Teacher	8/8/2005	5/24/2006
6. Implement a Tutoring Academy for Limited English Proficient students in mathematics after school.	Assistant Principal	10/3/2005	5/24/2006
4. Implement a schoolwide Math Superstars program in order to challenge students in grades 2-5 in mathematics.	5th Grade Chairperson FFEA Sponsor	9/1/2005	4/28/2006

Research-Based Programs

The research-based program used is the Scott Foresman State-Adopted Series. Additional instructional technology resources to be used are Riverdeep, and FCAT Mechanics. Supplemental materials utilized include FCAT Coach, Blast Off, and Mascot Math.

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum an positively impact student achievement such as curriculum mapping, utilizing computer assisted instruction in the newly developed computer resource laboratory on software applications such as Riverdeep, FCAT Explorer, Edusoft, and websites that support the teaching of mathematics. Additional inservices will include those sponsored by the District.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test. Assessments will be conducted using the District-Development Interim Assessment in Mathematics in order to monitor and assess student progress and to modify instruction as needed. Additional evaluative tools include FCAT Test Maker, FCAT Explorer, and participation in Math Superstars as well as formal observation records utilizing PACES.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Improve the Narrative and Expository Writing skills of all students.

Needs Assessment

Scores of the 2005 FCAT Writing Test indicate that 37 percent of all students in grade four have scored below 3.5. Scores of the 2005 FCAT Writing Test indicate that 28 percent of standard curriculum students in grade four have scored below 3.5. Scores of the 2005 FCAT Narrative Writing Test indicate the 31 percent of all students in grade four have scored below 3.5. Scores of the 2005 FCAT Expository writing Test indicate that 45 percent of all students in grade four have scored below 3.5. Scores of the District Narrative Writing Test pre-test indicate that 8 percent of students in grade four have scored below 3.5. Scores of the District Expository Writing pre-test indicate that 15 percent of students in grade four have scored below 3.5.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a minimum of a 1 percentage point increase in the percent of students scoring 3.5 or above on the 2006 FCAT Writing Test as compared to the 2005 FCAT Writing Test.

Given instruction using the Sunshine State Standards, Limited Proficient Students in grade four will improve their writing skills as evidenced by a 1 percentage point increase to attain the NCLB requirements of 74 percent of students scoring at or above 3.5 on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide teachers with professional development opportunities in effective writing practices.	Assistant Principal Literacy Coach	8/8/2005	2/28/2005
2. Coordinate a schoolwide Writing Plan following the District's Keys to Effective Writing in Grades 3-5 program.	Assistant Principal Literacy Coach	8/8/2005	5/24/2006
3. Model writing lessons and provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.	Assistant Principal Literacy Coach	8/8/2005	4/28/2006
4. Monitor adequate progress in writing by administering the district-developed FCAT Writing pre- and post-tests and modifying instruction as needed.	Assistant Principal Literacy Coach	9/6/2005	4/28/2006
5. Introduce students to self-editing rubrics so that they can assess and monitor their narrative and expository writing skills and that of their peers.	Assistant Principal Grade Level Chairpersons (3-5)	9/6/2005	5/24/2006
6. Implement interventions for Limited English Proficient students in order to enhance their writing skills during after school tutoring, enrichment, and FLASH (Flagler Accelerated Skill Hall).	Assistant Principal ESOL Chairperson Math Resource Teacher	8/8/2005	5/24/2006
7. Develop the vocabulary of students through the deliberate delivery and incorporation of the Word of the Day, Transitional Words, and Vivid Verbs across the subject areas.	Assistant Principal Literacy Coach Grade Level Chairpersons	8/8/2005	5/24/2006

Research-Based Programs

Research-based programs to be utilized include: the District Keys to Effective Writing in grades K-5 program, the Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement such as writing across the curriculum as well as through the modeling of lessons by the literacy coach. The literacy coach will also provide teachers with training in holistic scoring utilizing anchor papers as well as Florida Department of Education Florida Writes CD Rom and the FCAT Performance Task Scoring Grade 4: Reading and Writing CD Rom.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Writing Test. Progress Monitoring will be accomplished by administering the Houghton Mifflin Theme Skills Test Blackline Masters and Assessments, as well as by administering the District Writing pre- and post-tests and by modifying instruction as needed. Additional monitoring will occur through the delivery of assessments embedded in the school-developed curriculum maps in order to determine student progress in both expository and narrative writing as well as formal observation records utilizing PACES.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Improve the Science Process Skills of all students.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that students in grade five have demonstrated a mean score of 269, 17 points less than the mean score for the District, 27 points less than the mean scores for the State, and nine points greater than school scores of the 2004 FCAT Science administration. Scores of the 2005 FCAT Science Test indicate that students in grade five have matched mean points earned for one of the four strands when compared to the District – earth and space. Scores of the 2005 FCAT Science Test indicate that students in grade five performed lowest in the areas of earth and space and life and environmental science as demonstrated by 46 % accuracy on test items. Scores of the 2005 FCAT Science Test indicate that students in grade five responded to items in the areas of physical and chemical and scientific thinking with 54 and 50 percent accuracy respectively.

Measurable Objective

Given instruction in the Sunshine State Standards, students in grade five will improve their science process skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct a Science Family night to provide parents with strategies that can be used at home to increase student achievement.	Assistant Principal Grades 4-5 Science Teachers	4/3/2006	4/28/2006
2. Provide research-based professional development opportunities to teachers utilizing current resources, mentoring, modeling of lessons, and training in differentiated instructional strategies designed to support the implementation of the Sunshine State Standards (SSS) and the integration of mathematics and science benchmarks.	Principal Assistant Principal	10/3/2005	4/28/2006
3. Implement a Tutoring Academy for Limited English Proficient (LEP) students in science after school.	Assistant Principal	10/3/2005	4/28/2006
4. Provide students with hands-on science lab opportunities using FOSS kits and other resources twice a month.	Assistant Principal Science Teachers	8/8/2005	5/24/2006
5. Students in grades 3-5 will demonstrate an understanding of the Scientific Method by entering an individual science fair project for judging.	Assistant Principal Science Teachers	4/3/2006	4/28/2006

Research-Based Programs

The research-based program used at our school is the State adopted series of Harcourt-Brace in grades K-4 and Scott Foresman in grade 5.

Professional Development

Staff will receive professional development in programs and strategies designed to support the delivery of the curriculum and positively impact student achievement.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Science Test. Special focus will be given to progress monitoring in the areas of earth and space and life and environmental science and through formal observation records utilizing PACES.

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.)

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

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

GOAL 5 STATEMENT:

Increase Parental Involvement in school related activities.

Needs Assessment

Results from the 2004-05 School Climate Survey indicate that only 19 percent of parents surveyed attended four or more school activities/events held during the 2004-05 school year. Results from the 2004-05 School Climate Survey indicate that 13 percent of parents surveyed attended none of the school activities/events held during the 2004-05 school year. Only 78 percent of the parents who received a 2004-05 School Climate Survey returned their completed form. Results from the 2004-05 School Climate Survey indicate that 59 percent of staff agreed that their ability to do the best possible job at this school is limited by the lack of concern/support from parents. As documented by parent sign-in logs in the 2004-2005 school year 14 percent of parents attended special events and workshops offered at our school.

Measurable Objective

Given increased contact via the efforts of the Community Involvement Specialist (CIS), parent/family/community involvement will increase as evidenced by a five percentage point increase in the number of times parents/family/community members attend school-sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year as documented in parent sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Conduct a Parent Resource Fair to inform parents of programs available at the school.	Principal Assistant Principal Classroom Teachers	9/1/2005	9/30/2005
2. Conduct a parent survey to establish their needs.	Principal Assistant Principal Classroom Teachers	9/1/2005	9/30/2005
3. Provide workshops for parents in their home language targeting areas of interest indicated on survey.	Principal Assistant Principal Community Involvement Specialist	10/3/2005	4/28/2006
4. Conduct Academic Improvement Plan (AIP) conferences with the parents of students who have not met State standards on the FCAT or who are performing below grade level.	Assistant Principal Teachers	10/3/2005	4/28/2006
5. Create a Parent Resource Room where parents can access school information, request assistance, and utilize an Internet-accessible computer workstation.	Principal Assistant Principal Community Involvement Specialist	8/8/2005	5/24/2006
6. Invite parents to quarterly award assemblies and special events via letters, flyers, phone calls, and home visits.	Principal Assistant Principal Community Involvement Specialist	10/3/2005	5/24/2006

Research-Based Programs

Just Read! Florida, and other programs recommended by the National Parent Teacher Association and the National Network of Partnership Schools: Center on School, Family, and Community Partnerships.

Professional Development

Staff will receive professional development in programs and strategies designed to support the increase of parental involvement through the Regional Center IV Title I office as well as District developed inservices for the Community Involvement Specialist (CIS).

Evaluation

This objective will be evaluated by parent attendance rosters at workshops, school climate survey results and responses to school-site developed on-line surveys through the school website.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Provide a safe learning environment for all students to learn and achieve.

Needs Assessment

Results from the 2004-2005 School Climate Survey indicate that 46 percent of students surveyed agreed or were undecided about violence being a problem at the school. Results from the Executive Summary Report indicated that in 2004-2005 there were 35 general disruptive behaviors, 15 defiance of school personnel, 10 fights, 28 reprimands/warnings issued, and 5 outdoor suspensions.

Measurable Objective

Given the need to establish a safe learning environment, students in grades K-5 will demonstrate more effective skills in problem-solving and decision-making by a 1 percentage point decrease in Student Case Management Referral forms for violations of the Student Code of Conduct.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Review expectations of the zero tolerance policy stated in the Miami-Dade County Public Schools Code of Student Conduct on school violence, crime, and the use of weapons.	Classroom Teachers	10/3/2005	10/31/2005
2. Develop and implement a school-wide discipline plan aligned with the Code of Student Conduct.	Assistant Principal Counselor Teachers	10/3/2005	5/24/2006
3. Invite School Police during lockdown and fire drills in order to provide feedback and suggestions for improving procedures at our school.	Principal	9/1/2005	5/24/2006
4. Implement and monitor the "Save A Life Foundation" Program.	Principal Assistant Principal Counselor	10/3/2005	5/24/2006
5. Conduct individual preventative counseling sessions focusing on non-violent approaches to solving problems.	Counselor	8/8/2005	5/24/2006

Research-Based Programs

Student Conflict Resolution, and Proudly Infusing Non-violence (PIN).

Professional Development

Staff will participate in the development of the new school-wide discipline plan and receive training for successful implementation. Staff will also participate in other professional development opportunities in programs and strategies designed to support safety issues through Regional Center IV and District developed inservices by the Safe School Facilitator.

Evaluation

This objective will be evaluated through the number of SCAM referrals and School Climate Survey results for the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Provide teachers with the resources necessary to enable the use of instructional technology in the classroom.

Needs Assessment

Results from the 2004 STaR School Profile indicate that Flagler teachers are at the 1.8 (intermediate) stage of use of technology.

Measurable Objective

Given the need to increase the use of technology in the classroom, teachers will demonstrate more effective instructional technology skills as evidenced by meeting or exceeding the District average stage of teachers using technology on the Florida School Technology and Readiness Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop a comprehensive professional development plan which supports the use of instructional technologies.	Principal	8/8/2005	5/24/2006
2. Procure hardware and software to enhance computer assisted instruction.	Principal Microsystems Technician	8/8/2005	5/24/2006
3. Launch the roll-out of the Excelsior Gradebook Internet-based application.	Assistant Principal Microsystems Technician Computer Specialist	1/2/2006	5/24/2006
4. Hire an additional technology resource person to increase support of network users.	Principal	10/10/2005	10/31/2005
5. Establish a computer laboratory in order to support student achievement as well as teacher training.	Principal Microsystems Technician	8/8/2005	5/24/2006
6. Attend the Florida Educational Technology Conference in March 2006.	Principal Teachers Microsystems Technician Computer Specialist	3/1/2006	3/31/2006
7. Maintain an updated school website offering an array of resources for parents, students, staff, and community.	School Secretary	8/8/2005	5/24/2006

Research-Based Programs

Read180, Waterford, Automatic Learning, and SuccessMaker.

Professional Development

Staff will receive professional development in computer assisted instruction such as Waterford, Accelerated Reader, FCAT Achiever, Riverdeep, FCAT Explorer, and SuccessMaker. Other inservices will include the Excelsior Gradebook, Electronic mail, Microsoft Office, and Student Performance Indicators designed to support the delivery of the curriculum and positively impact student achievement.

Evaluation

This objective will be evaluated using the Florida School Technology and Readiness Survey.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Provide students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

According to the 2004-2005 FITNESSGRAM assessment data, 80 percent of students met the minimum health-related standards. To properly assess both student fitness performance and programmatic success. A pre and post-test will be administered to determine student base-line measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given instruction on physical fitness, students in grades four and five will achieve an annual increase of 3 percent of award recipients as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop an action plan to meet the goals and objectives of the FITNESSGRAM.	Physical Education Teachers	10/3/2005	10/31/2005
2. Administer a pre and post-test to determine baseline measures and student achievement.	Physical Education Teachers	11/1/2005	3/31/2006
3. Involve parents by sending home an informational letter explaining the test items, assessment chart for practicing test items at home.	Physical Education Teachers	1/2/2006	1/31/2006
4. Ensure that an appropriate amount of instructional time is dedicated to physical fitness related activities on a daily basis.	Physical Education Teachers	8/8/2005	5/24/2006
5. Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Principal Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Physical education teachers will receive professional development in programs designed to support the delivery of the curriculum and positively impact student achievement.

Evaluation

Administer the FITNESSGRAM health-related fitness test and compare results to pre-test to determine student achievement.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Provide students with opportunities to participate in extracurricular activities that enhance their school experience.

Needs Assessment

School records indicate that 45 students participated in the Academic Excellence Program (AEP) in the 2004-2005 school year.

Measurable Objective

Henry M. Flagler Elementary School will enhance the educational experiences of students by increasing the number of pupils enrolled in extracurricular activities by a minimum of a 50 percent increase as evidenced by school attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to offer after school Chess, and Art Appreciation through the Academic Excellence Program (AEP).	Asst. Principal Chess Instructor Art Instructor	9/1/2005	5/24/2006
3. Enhance the after school sports program by introducing sports and activities.	Asst. Principal Physical Education Instructor	10/3/2005	5/24/2006
5. Initiate an after school Geography Club for students in grades 3-5.	Asst. Principal Geography Club Sponsor	11/1/2005	3/31/2006
4. Introduce the study of theatre through an after school Drama Club sponsored by a trained drama instructor.	Principal Drama Instructor	9/1/2005	5/24/2006
2. Charter a local chapter of the Florida Future Educators of America.	Principal FFEA Sponsor	9/1/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Not applicable

Evaluation

This objective will be evaluated using school records indicating student participation in the Academic Excellence Program for 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Henry M. Flagler 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, Henry M. Flagler Elementary School ranked at the 39th percentile on the State of Florida ROI index.

Measurable Objective

Henry M. Flagler Elementary School will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 41th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
2. Collaborate with the District on resource allocation.	Principal	8/8/2005	5/24/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Community Involvement Specialist EESAC Chairperson	8/8/2005	5/24/2006
4. Consider shared use of facilities, partnering, with community agencies.	Principal After School Care Manager	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, Henry M. Flagler Elementary School will show progress toward reaching the 44th 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:

EESAC provides the necessary funds to implement a variety of motivated programs and incentives for students throughout the school year.

Training:

EESAC provides support for professional development opportunities such as monthly in-services, district and state conferences and training to promote the continuity growth of our highly qualified teachers and subsequently promote positive student achievement.

Instructional Materials:

EESAC provides support in the purchase of instructional materials needed for student intervention and remediation.

Technology:

EESAC supports the implementation of instructional technologies through teacher and student training and support in the maintenance of instructional and organizational software.

Staffing:

EESAC supports the development of committees that with the recruitment and selection at highly qualified personnel.

Student Support Services:

EESAC supports the development and implementation of programs designed to support extra curricular activities such as after school services, tutoring, and a variety of clubs that promote and enhance the arts.

Other Matters of Resource Allocation:

EESAC helps to provide support by way of local vendors and Dade Partners.

Benchmarking:

EESAC is committed to monitoring student progress relative to these objectives on an on-going basis, providing recommendations, and communicating findings to all school stakeholders.

School Safety & Discipline:

A committee was formed for the purpose of developing a school wide school safety and discipline plan which aligned with promoting safe learning environment and the M-DCPS Student Code of Conduct. This plan was presented to staff members at the start of the school year.

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