
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1921 - Flamingo Elementary School

FeederPattern: Hialeah Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Jennifer Andreu

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Flamingo Elementary School

Flamingo Elementary School serves 875 students from the surrounding neighborhood, including standard curriculum students (74 percent), Special Education students (six percent), ESOL students (43 percent), Gifted students (eight percent), and economically disadvantaged students (87 percent). The ethnic/racial makeup of the student population is 98 percent Hispanic, one percent White Non-Hispanic, and one percent African-American/Asian/Multiracial. The mobility index is currently 24.

In order to meet the diverse needs of our student population, the following programs are offered at Flamingo Elementary: Exceptional Student Education (Gifted and SPED), Academic Excellence Program in the areas of broadcasting, chess, and fine arts, English for Speakers of Other Languages (ESOL) and remedial literacy tutoring before and after school.

In understanding our school community and the needs of our students, the Flamingo Elementary School faculty along with the Educational Excellence School Advisory Council (EESAC) has developed the following objectives as a priority in achieving school improvement:

Given instruction using the Sunshine State Standards, students will increase their reading comprehension skills by five percent as evidenced by 86 percent of students meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) administration.

Given instruction using the Sunshine State Standards, students with disabilities (SWD) will improve their reading comprehension skills as evidenced by 44 percent meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) administration.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills by five percent as evidenced by 80 percent of the students meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics administration.

Given instruction using the Sunshine State Standards, students with disabilities (SWD) will increase their mathematics skills as evidenced by 50 percent meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics administration.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills by one percent, as evidenced by 87 percent of the students scoring a 3.5 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) administration, while the percent of each subgroup identified in the NCLB requirements scoring at state mastery level will increase by five percentage points.

Given instruction in the Sunshine State Standards and the Competency-Based Curriculum, all students in the fifth grade will demonstrate improvement in science skills on the 2006 Florida Comprehensive

Assessment Test (FCAT) administration by meeting or surpassing the district's mean scale score.

Parent participation in workshops related to success in the areas of reading, mathematics, writing, science and parenting skills during the 2005-2006 school year will increase by five percent when compared to participation during the 2004-2005 school year as documented by parent participation logs.

Given instruction in safety and appropriate school behavior using research-based curricular frameworks, the number of discipline-related referrals will be reduced by 10 percent during the 2005-2006 school year.

Given schoolwide attention to curricular infusion of instructional technology and adherence to bi-weekly visits to the computer laboratory, 85 percent of students in grades two through five will conduct at least one technology-supported project each grading period as documented by teacher technology logs.

Given the participation in physical activities, the students will improve their fitness levels as measured by 64 percent of students earning a passing score and thus receiving a gold or silver award on the 2006 annual FITNESSGRAM test.

The number of students that participate in the Annual Fine Arts Festival held in the Spring of 2006 will increase by five percent when compared to the number of students who participated the previous school year.

Flamingo Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2003 to the 46th percentile on the next publication of the index.

In addition to our academic objectives, our school will be addressing the areas of customer market focus and process management, which were the lowest two categories identified in the Organizational Performance Improvement Snapshot Survey. In the area of customer market focus, we will be providing more opportunities for our parents to dialogue with our staff. Initially, we need to assess the needs of our families via a survey and through home visits conducted by the school's Community Involvement Specialist. In the second area, staff strongly agrees that they have good processes to perform their jobs. They expressed a need for greater feedback on identifying indicators that pinpoint the quality of their job performance. Furthermore, staff members indicated that additional instructional resources would improve the quality of their instructional delivery. The school administration is committed to addressing those staff concerns by conducting daily classroom walk-throughs followed up by informal conferences. A needs assessment survey will be disseminated to all staff members in order to obtain educational tools/resources requests.

Flamingo Elementary is committed to academic excellence through extensive use of school-wide technology and educational opportunities which enable all students to acquire knowledge, critical thinking skills, and values required for responsible citizenship, personal development, and life-long learning.

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.

Flamingo Elementary School

VISION

The staff, parents, and community of Flamingo Elementary School are committed to creating a safe and loving environment from which all students will become well-rounded responsible citizens. These productive citizens will be critical thinkers and problem solvers who will be able to transfer and apply their knowledge to real life situations.

MISSION

The staff, parents, and community of Flamingo Elementary School are dedicated to providing a nurturing, comfortable, and supportive environment where we uphold high standards and expectations and where each student is challenged to reach his or her potential.

CORE VALUES

Flamingo Elementary holds the following beliefs as the motivation for all endeavors undertaken by the school: responsibility, citizenship, kindness, honesty, integrity, respect, cooperation, fairness, and above all, the pursuit of excellence.

School Demographics

Flamingo Elementary School is comprised of a large population of over 875 students. The student population is 98 percent Hispanic, one percent White Non-Hispanic and one percent other ethnicities. Our students primarily come from a low socio-economic level where over 87 percent of the students receive free or reduced price lunch. Currently 43 percent of the students are English Language Learners (ELL) and are enrolled in an approved English as a Second Language (ESOL) Program. Our student mobility index is currently 24.

The school is located on the east side of Hialeah and is surrounded by residential homes and a few apartment buildings. The north boundary is adjacent to Bright Park, allowing the students access to the community play equipment located in the park. Because of the school's limited school grounds (four acres), the physical education classes are held at the park.

This 50 year-old school has been retro-wired to provide Internet and Intranet access to 100 percent of the classrooms. There are six computers per classroom and one teacher station, an open access computer lab, a paperless classroom, and a portable distance learning equipment. The media center houses a state of the art Closed Circuit Television (CCTV) system and Internet access via all of its computer stations. There is one relocatable classroom, which houses a pre-kindergarten class.

The school employs a total of 102 full time staff members and 27 part-time staff members. Of this group, two are administrators, 54 are teachers, 13 are paraprofessionals, four are office staff members, 13 are cafeteria staff members, six are custodians, five are security guards, one is a guidance counselor, one is a media specialist, one is a community involvement specialist and one is a micro systems technician. Some of our teachers and paraprofessionals are currently seeking higher education degrees.

Flamingo Elementary has met high standards of performance during the last five years. Based on the 2005 Florida Comprehensive Achievement Test (FCAT) results, the school earned an "A" grade and thus received the Florida School Recognition Award, as well as, a five percent bonus based on achieving the highest learning gains among elementary schools in our region. We placed ninth in attendance among elementary schools in the district. We were awarded the Adult Literacy Grant, which provided ESOL and GED classes for adults in our community and the enhancement of the school's technology program. We were also awarded a Title III Grant to enhance our English for Speakers of Other Languages (ESOL) program and the ESE Inclusion Grant to provide additional services to students with disabilities. For the fifteenth consecutive year, the school distinguished itself for its exemplary school volunteer program receiving the District Golden Volunteer Award.

The school has traditionally faced the following challenges: the transient population it serves and the influx of immigrant students who enter the school at different intervals during the school year. The high mobility rate offers teachers a challenge to improve continued student progress. Currently, 43 percent of our students are enrolled in the ESOL program and most of the remaining students have exited the program within the last few years. Most of our students come from Spanish-speaking homes and are rarely exposed to English beyond the school day. This offers another challenge for our teachers. They must provide constant English input in the classrooms that extends beyond the academic content in order to compensate for that student language deficit.

School Foundation

Leadership:

The area of school leadership ranked second highest in the 2005 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. All staff members feel that the administrative team cares about them, facilitates professional growth, and encourages them to seek career advancement. The staff also feels that their efforts are recognized and appreciated. There is consensus that Flamingo Elementary School offers them a positive and safe work environment.

District Strategic Planning Alignment:

The 2005 Organizational Performance Improvement Snapshot Survey results indicate an average score of 4.3 in the area of District Strategic Planning Alignment. Faculty and staff members agree they share in the school's decision-making mainly through the Educational Excellence Council and the Instructional Leadership Team. Most staff members are members of subcommittees which formulate goals, objectives, and strategies for school improvement. They are empowered to make decisions about their work through data-analysis and interpretation. The staff has access to all the important information they need to perform their work effectively and efficiently.

Stakeholder Engagement:

The 2005 Organizational Performance Improvement Snapshot Survey results indicate an average score of 4.3 in this area. Faculty and staff members agree they know who their customers are and have ways of communicating with them regularly. However, they expressed they did not have a clear idea of the stakeholders' specific needs. Nevertheless, according to the 2004-2005 School Climate Survey results, both parents and students gave Flamingo Elementary a grade of A-, demonstrating their satisfaction with services provided by the school. Flamingo has partnerships with several approved local businesses and distinguishes itself for its exemplary school volunteer program. Through our parent, community leaders, DADE Partners, university interns, and high school student programs, our school records over 3,500 community volunteer hours each year.

Faculty & Staff:

The area of school leadership ranked the highest in the 2005 Organizational Performance Improvement Snapshot Survey, with a 4.5 average score. Flamingo Elementary prides itself in offering its faculty and staff members ample opportunities for professional growth and team-building. Our teachers take advantage of common grade-level planning time in order to identify short and long-term goals and to plan grade level activities and field trips. Teachers team up and model lessons for each other. They also train each other in various areas according to their expertise.

Data/Information/Knowledge Management:

This area ranked third highest in the 2005 Organizational Performance Improvement Snapshot Survey, with a 4.4 average score. Flamingo Elementary enjoys a collaborative approach to leadership that includes representatives from all stakeholder groups. Administration readily shares and exchanges information via interoffice e-mail, school's web page, faculty meetings, and the Educational Excellence School Advisory Council (EESAC). Staff members are trained in the use of the School Performance Indicators applications and thus have direct access to pertinent data to guide their instructional decisions.

Education Design:

This area ranked the lowest in the 2005 Organizational Performance Improvement Snapshot Survey, with a 4.3 average score. Eight percent of the staff members who completed the survey were ambivalent on their responses about the processes used at the school. The school's primary focus is to build the literacy skills of our students. We also work closely with the school community to facilitate social and adult education services to improve the quality of life of the whole family. There is an increased influx of immigrants and second language students who enter the school at different intervals during the school year. The processes that are implemented to ensure that all students experience success include: ESOL and CCHL mathematics instruction, adherence to class size reductions, instructional support through technology, parent outreach workshops, paraprofessional assistance during the reading/language arts block, teacher collaborative efforts, and before/after school remedial literacy lessons.

Performance Results:

The 2005 Organizational Performance Improvement Snapshot Survey, indicates a 4.4 average score in the area of performance results. The school's strong emphasis on attendance and high student achievement drives the faculty and staff endeavors, as well as, the programs and activities that are offered to our students. We clearly communicate our goals and expectations to our students and are consistent in implementing an incremental discipline plan when they deviate from those expectations. As a result, achievement levels were positively impacted. Flamingo had the highest learning gains in our region in the areas of reading and mathematics, 76% and 80% respectively. Attendance performance for the year averaged 96.5, placing Flamingo in ninth place among elementary schools in the district. Additionally, the school suspension rate is very low, two percent, and there were only two incidents of violence reported last school year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Flamingo Elementary is a "Professional Development School" through a partnership with the University of Miami School of Education. This partnership enables the school to receive University of Miami associate teachers in order to provide them with teacher training. Traditionally, we have been able to hire many of the associate teachers who successfully complete their university training through this program. In addition, staff members network with colleagues and recruit candidates who share the same vision and mission of the school.

• Highly Qualified, Certified Administrators:

The administrative staff at Flamingo Elementary consists of a principal, Jennifer Andreu, and one assistant principal, Ileana R. Sotolongo.

The principal has served as an administrator for eight years at schools that have consistently shown high student achievement. She has attended several inservices in various aspects of curriculum and the continuous improvement model. She has set high standards for herself and her staff in an effort to increase standards. She knows and understands that children need to be taught sequentially and logically in order to build a solid foundation and increase higher order thinking skills.

The assistant principal has served as a school site administrator for four years at Flamingo Elementary, identified by the Florida Department of Education as a high performing school for the last four years. She believes in empowering teachers to work together as a team to motivate students and generate high student achievement. She is concerned about the whole-child and is involved with staff and parents alike to meet the academic and developmental needs of the students she serves.

• Teacher Mentoring:

All new teachers are assigned a Professional Growth Team (PGT) and a mentor teacher. The PGT consists of two to three colleague teachers that provide feedback and professional growth experiences to new teachers. The mentor teachers provide support and encouragement for the first three years. All new teachers are scheduled to attend at least one monthly grade level meeting to ensure procedural uniformity and consistency, as well as, instructional alignment.

In addition to the school site support of new teachers, we were selected to participate in the Mathematica Policy Research project. As part of their New Teacher Center Induction Program, our beginning teachers have been assigned an additional mentor who works closely with each new teacher at least two hours per week. The participating teachers also benefit from attending monthly sessions that address their immediate needs in a collegial environment and exposes them to best practices in the field. These new teachers will be assisted and monitored over a two year period.

• School Advisory Council:

The purpose of the Flamingo Elementary Educational Excellence School Advisory Council (EESAC) is to work together to ensure improved student achievement. One of the ways the EESAC will do this is by preparing and evaluating the School Improvement Plan. The EESAC will make recommendations on technology, budget, instructional resources and other student support services in an effort to improve academic achievement.

• **Extended Learning Opportunities**

Summer services are provided for second and third grade students that scored in the lowest quartile in reading on the Florida Comprehensive Assessment Test and the Stanford Achievement Test. Intensive reading instruction is given over a period of twenty days. During the school year, students receive remediation in reading before or after school. Also, intensive reading remedial instruction is provided during the school day to small groups of children in grades three and four who have been found to be deficient in reading. The instruction takes place five days a week via a pull-out program during the students' special area block.

• **School Wide Improvement Model**

Flamingo Elementary School will use the Plan, Do, Check, Act Instructional Cycle. This will allow us to collect data, implement change, check the results of our actions and continue the cycle or make additional changes.

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 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:

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of reading.

Needs Assessment

Results of the 2005 FCAT Reading indicate that 81 percent of students tested in grades three through five scored at or above achievement level 3, a 29 percentage point increase when compared to the scores from the previous year.

Results of the 2005 FCAT Reading indicate that 34 percent of students with disabilities (SWD) scored at or above grade level, a 16 percentage point increase when compared to the scores from the previous year but 3 percentage points below the state requirement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their reading comprehension skills by five percent as evidenced by 86 percent of students meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) administration.

Given instruction using the Sunshine State Standards, students with disabilities (SWD) will improve their reading comprehension skills as evidenced by 44 percent meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor the District approved, uninterrupted two-hour reading language arts block using the Comprehensive Research-based Reading Plan (CRRP) to encompass activities that promote phonemic awareness, phonics, vocabulary, fluency and comprehension.	Administrators, Reading Coach, Teachers	8/8/05	5/24/06
Implement Reading is Fundamental (RIF) program in second grade.	Administrators, Reading Coach, Media Specialist, Grade 2 Teachers	8/8/05	5/24/06
Utilize computer assisted programs in reading such as Accelerated Reader, Assess2Learn, FCAT Explorer and STAR to improve reading comprehension.	Administrators, Classroom, ESE, ESOL, and Gifted Teachers	8/8/05	5/24/06
Use the Plan, Do, Check, Act Instructional Cycle model for school improvement, which will allow us to regularly assess students and make data driven instructional decisions for enrichment and remediation.	Administrators, Faculty and Staff	8/8/05	5/24/06
Provide intensive reading intervention to students in grades three and four in small group settings during the school day in an effort to supplement regular classroom instruction.	Administrators, Curriculum Support Teacher	8/8/05	5/5/06
Implement Creating Independence through Student-owned Strategies(CRISS) across the curriculum to increase students' critical thinking abilities.	Administrators, Classroom, ESE, ESOL and Gifted Teachers	8/8/05	5/24/06
Offer before/after school tutorial program three times a week to support Limited English Proficient (LEP) students, Students with Disabilities (SWD), and regular curriculum students with deficiencies in reading.	Administrators, Reading Coach, Before/After School Teacher Tutors	9/8/05	5/5/06

Research-Based Programs

Houghton-Mifflin Reading
Voyager Passport
Waterford Intervention Literacy Program
RiverDeep
Read 180

Professional Development

Comprehensive Research-Based Reading Plan (CRRP)
Data Analysis Inservice (Student Performance Indicators)
Automated Academic Improvement Plan (AIP)
State and M-DCPS required assessments, e.g., School Readiness Uniform Screening System (SRUSS),
Dynamic Indicators of Basic Literacy Skills (DIBELS)
FCAT Explorer
RiverDeep
TeacherWeb
Read 180

Evaluation

This objective will be evaluated through analysis of scores on the 2006 FCAT Reading subtest. Data from the quarterly assessments will be used to monitor progress towards this objective. Results will be used to adjust and guide instruction.

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 type="checkbox"/>

GOAL 2 STATEMENT:

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of mathematics.

Needs Assessment

Results of the 2005 FCAT mathematics test indicate that 75 percent of students tested in grades three through five scored at or above level 3, an increase of 11 percentage points as compared to the previous year. The data also indicated that 80 percent of students in grades three through five have demonstrated acceptable levels of learning gains in mathematics, an increase of 16 percentage points as compared to the previous year.

Results of the 2005 FCAT mathematics test indicate that 32 percent of students with disabilities (SWD) scored at or above level 3, an increase of 3 percentage points as compared to the previous year but 12 percentage points below the state requirement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their mathematics skills by five percent as evidenced by 80 percent of the students meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics administration.

Given instruction using the Sunshine State Standards, students with disabilities (SWD) will increase their mathematics skills as evidenced by 50 percent meeting high standards on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use the Plan, Do, Check, Act model to regularly assess students and make data driven instructional decisions for enrichment and remediation.	Administrators, Teachers and Staff	8/8/05	5/24/06
Use hands-on manipulatives to assist students mastery of mathematic skills.	Administrators, Classroom and CCHL Math Teachers	8/8/05	5/24/06
Use online resources such as FCAT Explorer, RiverDeep, Turbo Math, and Math Munchers to improve problem solving and computation skills.	Administrators, Classroom and CCHL Math Teachers	8/8/05	5/24/06
Use results of quarterly mathematics assessments in grades three through five to adjust instruction.	Administrators, Classroom and CCHL Teachers	8/8/05	5/24/06
Facilitate students' participation in regional and district competitions.	Administrators, Grade Level Chairpersons, Classroom and CCHL Teachers	8/8/05	5/24/06
Offer before/after school tutorial program three times a week to support Limited English Proficient (LEP) students, Students with Disabilities (SWD), and regular curriculum students with deficiencies in mathematics.	Administrators, Before/After School Teacher Tutors	9/8/05	5/5/06

Research-Based Programs

Scott-Foresman Mathematics

RiverDeep

Professional Development

RiverDeep

FCAT Explorer

Mathematics Best Practices

Instructional Improvement Team

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Mathematics subtest. District generated progress tests will provide formative assessment data, which will be used to monitor progress towards attaining this objective.

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

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 3 STATEMENT:

All students will demonstrate mastery of writing skills on the 2006 FCAT Writing administration.

Needs Assessment

Results of the 2005 FCAT Writing test indicate that 86 percent of the students met high standards in writing (3.5 or higher).

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 grade four will increase their writing skills by one percent, as evidenced by 87 percent of the students scoring a 3.5 or above on the 2006 Florida Comprehensive Assessment Test (FCAT) administration, while the percent of each subgroup identified in the NCLB requirements scoring at state mastery level will increase by five percentage points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development opportunities for all staff members in the area of writing to enhance instruction and increase student proficiency.	Administrators	8/8/05	5/24/06
Host Author's Showcase Night or Writing Expo where fourth grade students' writing will be displayed for parents' viewing.	Administrators, Reading Coach, Classroom Teachers	8/8/05	5/24/06
Integrate a Collaborative Writing Teacher Exchange Instructional Session where fourth grade teachers will conduct mini writing lessons as a grade level in their areas of expertise.	Administrators, Curriculum Resource Teacher, 4th Grade Teachers	8/8/05	5/24/06
Incorporate a Fourth Grade Writing Institute and Clinic where guest writers and students explore different writing techniques and formats.	Administrators, Classroom Teachers, Community Guest Writers	10/3/05	5/24/06
Initiate Author/Illustrator Buddy-Up for Writing where fourth graders will write stories and then team up with third graders for them to illustrate and to read the stories.	Administrators, Classroom Teachers	8/8/05	5/24/06
Use the Plan, Do, Check, Act Instructional Cycle model for school improvement, which will allow us to regularly assess students and make data-driven instructional decisions for enrichment and remediation.	Administrators, Faculty and Staff	8/8/05	5/5/06

Research-Based Programs

Houghton-Mifflin Reading

Compass Learning – Writing Expeditions

Professional Development

Holistic Scoring Using the FCAT Scoring Rubric
Compass Learning-Writing Expeditions
University of Miami's Summer Writing Institute

Evaluation

The objective will be evaluated by scores on the 2006 FCAT Writing test. Data from the pretest and posttest assessments will be used to monitor progress towards this objective. Instruction will be adjusted according to the results.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that the mean scale score of students in grade five was 273, thirteen points below the district's mean scale score and 23 below the state's mean scale score.

Measurable Objective

Given instruction in the Sunshine State Standards and the Competency-Based Curriculum, all students in the fifth grade will demonstrate improvement in science skills on the 2006 Florida Comprehensive Assessment Test (FCAT) administration by meeting or surpassing the district's mean scale score.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct and report on at least one hands-on experiment per month.	Administrators, Classroom Teachers	8/8/05	5/24/06
Teach using the scientific method of reporting throughout the school year.	Administrators, Classroom Teachers	8/8/05	5/24/06
Have students in grades two through five maintain a science log.	Administrators, Classroom Teachers	8/8/05	5/24/06
Use online resources such as RiverDeep more frequently to improve student achievement in science.	Administrators, Classroom Teachers	8/8/05	5/24/06
Administer a quarterly science assessment at the end of each nine weeks to students in grade five to assess progress and adjust instruction.	Administrators, Instructional Improvement Team, Classroom Teachers	8/8/05	5/24/06
Conduct a school-wide Science Fair applying the scientific method of inquiry.	Administrators, Science Fair Coordinator, Classroom Teachers	8/8/05	5/24/06

Research-Based Programs

Harcourt Science
RiverDeep

Professional Development

RiverDeep
Science Best Practices
Instructional Improvement Team

Evaluation

The objective will be determined based on the scores of the 2006 FCAT Science subtest. Data from the site-developed quarterly science assessments will be used to monitor progress towards this objective. Instruction will be adjusted according to the results.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The parents of Flamingo Elementary will become actively involved in their children's education.

Needs Assessment

Parent participation logs for workshops, inservice trainings, and meetings during 2004-2005 school year indicate that 2,654 parents participated in such activities, a sixty-two percent increase over the previous year. However, upon reviewing the sign-in sheets for various activities, it became evident that the high participation is accrued by the same group of parents participating in multiple activities offered during the school year.

Measurable Objective

Parent participation in workshops related to success in the areas of reading, mathematics, writing, science and parenting skills during the 2005-2006 school year will increase by five percent when compared to participation during the 2004-2005 school year as documented by parent participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Survey parents in order to meet their needs on educational programs they would like at the school.	Administrators, Community Involvement Specialist, Classroom Teachers	8/8/05	5/24/06
Implement the Bilingual Parent Outreach Program, which offers a variety of workshops developed for parents, such as Test Taking Skills, Drug Awareness, Reading Success, Child Development and Discipline and Communication.	Administrators, Community Involvement Specialist	8/8/05	5/5/06
Encourage parent participation in decision-making through their involvement in the Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	Administrators, Community Involvement Specialist	8/8/05	5/24/06
Encourage parent participation through the Volunteer Program and in educational parent workshops provided by the school and the District such as, Parent Advisory Council, The Parent Academy, Title I Parent Centers, etc.	Administrators, Community Involvement Specialist, Volunteer Liaison, Classroom Teachers	8/8/05	5/24/06
Utilize the Title I Parent Contract to identify the roles of parents and families within the school.	Administrators, Community Involvement Specialist, Classroom Teachers	8/8/05	5/5/06
Increase the number of home visits in order to bridge the gap between school and community by providing parents with pertinent school and district information and educational materials.	Administrators, Community Involvement Specialist	8/8/05	5/24/06
Offer parents in the school community adult E.S.O.L. classes both through the University of Miami's Family Literacy Grant and the school's Adult Literacy Grant.	Administrators, Grant Writing Team, Community Involvement Specialist, University of Miami School of Education Staff	8/8/05	5/24/06

Research-Based Programs

Parent Teacher Association (PTA)

Professional Development

M-DCPS Parental Involvement Conference
Title I Parent Program
Volunteer Orientation and Registration Process
United Way Parenting Website
Adult ESOL Education
The Parent Academy
Parent Resource Centers

Evaluation

This objective will be evaluated by maintaining parent sign-in sheets from parent workshops, meetings and inservice trainings and calculating the total number of participants for the 2005-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 type="checkbox"/>

GOAL 6 STATEMENT:

The students at Flamingo Elementary will demonstrate safe and appropriate school behavior as indicated by the Code of Student Conduct.

Needs Assessment

Teachers completed 120 Student Case Management Referral forms for students demonstrating inappropriate school behavior during the 2004-2005 school year.

Measurable Objective

Given instruction in safety and appropriate school behavior using research-based curricular frameworks, the number of discipline-related referrals will be reduced by 10 percent during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Child Study Team's (CST) interventions and strategies as a tool for behavior modification.	Administrators, Guidance Counselor, Teachers	8/28/05	5/24/06
Conduct individual and small group counseling sessions related to conflict resolution, cooperation, bullying and respect.	Administrators, School Counselor	8/28/05	5/24/06
Implement classroom guidance lessons related to anti-bullying and conflict resolution.	Administrators, Classroom Teachers, School Counselor	8/8/05	5/24/06
Implement Drug Awareness curriculum.	Administrators, Classroom Teachers, School Counselor	8/8/05	5/24/06
Implement Street, School and Personal Safety Lessons.	Administrators, Classroom Teacher/School Counselor	8/28/05	5/24/06
Make Street and Personal Safety classroom presentations.	Administrators, D.A.R.E. Officer	8/28/05	5/24/06

Research-Based Programs

Proudly Infusing Non-Violence (P.I.N.)
 TRUST Curriculum
 Character Education Curriculum
 Conscious Discipline

Professional Development

Proudly Infusing Non-Violence (P.I.N.)
 TRUST Curriculum
 Character Education Curriculum
 Conscious Discipline

Evaluation

This objective will be evaluated by the ten percent decrease of Student Case Management Referral forms during the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Staff and students will be exposed to and use technology for various purposes and achieve competence to allow them to navigate successfully in today's global communication network.

Needs Assessment

Technology log entries indicate that 100 percent of students in grades two through five completed at least one technology-supported project during the 2004-2005 school year. However, one technology-supported project per student per year is not sufficient to demonstrate competence in the use of technology for various educational purposes.

Measurable Objective

Given schoolwide attention to curricular infusion of instructional technology and adherence to bi-weekly visits to the computer laboratory, 85 percent of students in grades two through five will conduct at least one technology-supported project each grading period as documented by teacher technology logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand the implementation of the electronic gradebook to include most teachers on the staff.	Administrators	8/28/05	5/24/06
Visit the computer lab bi-weekly and use technology for gathering information, processing information, and presenting the results or findings to classmates and others.	Administrators, Instructional Staff	8/8/05	5/5/06
Provide ongoing technology support both for available hardware and software programs.	Administrators, EETT Mentor Micro Systems Technician	8/8/05	5/5/06
Increase use of available online software- FCAT Explorer, RiverDeep, Atomic Learning and Easy Tech.	Administrators, Classroom Teachers	8/8/05	5/24/06
Establish a bank of electronic visual database of new and resource materials (i.e., software, hardware journals, how-to-books, sourcebook of mentors and contact persons.	Administrators, Media Specialist	8/8/05	5/24/06
Provide professional development classes, such as EasyTech for the instructional staff.	Administrators, EETT Mentor	8/8/05	5/5/06
Use Teacher Web to develop a classroom website for students and parents.	Administrators, All Teachers	8/8/05	5/24/06

Research-Based Programs

Office 2000/XP Applications

FCAT Explorer

RiverDeep

StarFall

Read 180

Professional Development

TeacherWeb
EasyTech
FCAT Explorer
RiverDeep
Electronic Gradebook
Read 180

Evaluation

This objective will be evaluated by the number of technology-supported projects conducted by all students in grades two through five.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to reach their optimal level of fitness. Students can adopt a healthy lifestyle by being exposed to nutrition education and participating in a planned program with appropriate physical activities.

Needs Assessment

Results from the 2005 FITNESSGRAM test indicate 59 percent of 242 students tested passed at least five of the six areas assessed. Specifically, 74 students received a gold award and 69 students received a silver award.

Measurable Objective

Given the participation in physical activities, the students will improve their fitness levels as measured by 64 percent of students earning a passing score and thus receiving a gold or silver award on the 2006 annual FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Host "Field Day" event where homerooms compete against each other in various physical activities.	Administrators, Physical Education Teachers/ Students/Classroom Teachers	8/8/05	5/24/06
Host a school wide Obesity Walk to promote awareness of healthy physical and nutritional lifestyles.	Administrators, Teachers/Students	8/8/05	5/24/06
Participate in an annual "Fitness Fair" where students will perform tinikling, a Filipino dance, and lummie sticks, a rhythm routine to selected music.	Administrators, Physical Education Teachers/Students	8/8/05	5/24/06
Host annual "Jump Rope for Heart" to raise money for the American Heart Association.	Administrators, Physical Education Teachers/ Students	8/8/05	5/24/06
Provide students with extra credit incentive for participating in physical activities after school, including sports, ballet, or karate.	Administrators, Physical Education Teachers/Students	8/28/05	5/24/06
Implement nutrition education program highlighting good eating habits. Post related information on the school web page for parents to implement at home.	Administrators, Physical Education Teachers/ Students/Science Teachers	8/8/05	5/24/06

Research-Based Programs

Harcourt Science

Physical Education Sunshine State Standards

Professional Development

CRISS Training

FCAT Activities Book for Physical Education Teachers

Evaluation

The objective will be evaluated based on individual student scores on the 2006 FITNESSGRAM test. Data from the 2006 administration of the FITNESSGRAM test will be evaluated by the five percent increase of students earning a passing score.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

All students will acquire the knowledge, skills, and competencies needed to master state standards in the area of fine arts.

Needs Assessment

235 students participated in the Annual Fine Arts Festival held in the Spring of 2005 by either being part of the cast and crew of the featured musical play or by submitting an art project for display and competition at the festival. This represents only 46 percent of the students participating in the music and art classes during the entire school year.

Measurable Objective

The number of students that participate in the Annual Fine Arts Festival held in the Spring of 2006 will increase by five percent when compared to the number of students who participated the previous school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Showcase "Artist of the Week" on Closed Circuit Television (CCTV) to promote art appreciation and awareness.	Administrators, Art Teacher, CCTV Crew	8/8/05	5/24/06
Offer students the opportunity to participate in the Art Club, Music Club, Chorus, Band, or Drama Club.	Administrators, Art and Music Teachers	8/8/05	5/24/06
Encourage and facilitate student participation in the Miami-Dade County Youth Fair, the Miami Beach Student Art Show and the Dade County Water Colors Art Show, among other local competitions and art exhibits.	Administrators, Art Teacher	8/8/05	5/24/06
Institute a "Rising Stars" monthly performance on Closed Circuit Television (CCTV) to highlight and promote artistic expression.	Administrators, Music Teacher, CCTV Crew	10/3/05	5/24/06
Enhance school-site's heritage celebrations with art work and student performances, e.g. Hispanic and Black History Celebrations, caroling, etc.	Administrators, Art and Music Teachers	10/3/05	5/24/06
Obtain copyrights in order to produce and perform a school musical play in the spring, which will be presented at the Fine Arts Festival.	Administrators, Art and Music Teachers	5/1/06	5/24/06

Research-Based Programs

Sunshine State Standards for Elementary Music and Art

Professional Development

Fine Arts Workshops and Performances

Evaluation

This objective will be evaluated based on the number of students who participate in the Annual Fine Arts Festival held in the Spring of 2006 by either being part of the cast and crew of the featured musical play or by submitting an arts project for display and competition at the festival.

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

GOAL 10 STATEMENT:

Flamingo 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 exact data supplied from the FLDOE indicate that in 2003, Flamingo Elementary ranked at the 43 percentile on the State of Florida ROI index.

Measurable Objective

Flamingo Elementary School will improve its ranking on the State of Florida ROI index publication from the 43rd percentile in 2003 to the 46th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Purchase supplemental materials to support students learning through the Discretionary Account (02) funds.	Administrators	8/8/05	5/24/06
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/05	5/24/06
Utilize Student Achievement Enhancement Program (8947) funds, to purchase after school intervention materials and additional hourly positions.	Administrators	8/8/05	5/24/06
Allocate funding to reduce teacher-to-student ratio and to enhance technology.	Administrators	8/8/05	5/24/06
Secure grants such as the Family Literacy Grant. Use monies to purchase hourly positions for before/after school tutoring program and provide inservice training for teachers.	Administrators, Grant Writing Committee	8/8/05	5/24/06

Research-Based Programs

Houghton Mifflin Reading
 Scott Foresman Mathematics
 Accelerated Reader
 Waterford Intervention Literacy Program for ESOL students
 Read 180

Professional Development

Reading, Mathematics and Writing Inservices
 Holistic Scoring Using the FCAT Scoring Rubric
 School Budget
 Title I Expenditure Training

Evaluation

This objective will be evaluated by showing progress toward reaching the 46th percentile on the next State of Florida ROI index publication.

EESAC Compliance

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

Budget:

The EESAC, through scheduled meetings, has continuous input in all aspects of the budget. This includes recommendations as to how EESAC funds will be used, as well as, how funds awarded to the school are spent. EESAC recommends priorities for budget expenditures.

Training:

The EESAC meets on a regular basis to discuss staff inservice needs. EESAC funds are used to provide substitute coverage as needed.

Instructional Materials:

EESAC will survey grade level chairpersons regarding needs and make selections of instructional and supplemental materials to be purchased.

Technology:

EESAC will give input to the technology committee regarding our school technology plan and use of technology funds. The EESAC has selected on-going technology training opportunities for staff members as one of the strategies for the 2005-2006 School Improvement Plan.

Staffing:

EESAC will participate in the interview and selection process of new faculty members and provide input for grade level assignment changes.

Student Support Services:

EESAC will continue its mission of establishing student support services and making contacts with the community to further assist our students. Our school is currently in a partnership with the Miami Behavioral Health Center, Children and Families Unit, and with the Children Psychiatric Center, who each provide an on-site counselor to assist students and their families.

Other Matters of Resource Allocation:

The EESAC will work as a team to make decisions concerning issues that affect all aspects of our school program. In addition to posting the EESAC minutes, each EESAC member will network with identified faculty members keeping them abreast of decisions made and serving as their representatives at EESAC meetings.

Benchmarking:

The EESAC will provide continuous assessment of our total school program, as well as, student achievement and therefore respond by making recommendations that address the needs of our staff and students as they arise.

School Safety & Discipline:

EESAC will continue to support the school counselor, teachers, and administrators in their efforts to provide services in the areas of handling disruptive behaviors, student referrals to outside social service agencies for assistance, mediation, and implementation of character education. EESAC will also support the continued implementation of the D.A.R.E program and the Safety Patrol Club's efforts in monitoring student safety and civic duty and responsibilities.

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